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ABSTRACT

Designed for use in teaching secondary-level word processing courses, this teaching guide is divided into three major sections. Among the topics presented in the introductory section are the history of word processing, components of word processing, five phases of word processing, the future of word processing and information systems, and job descriptions of word processing personnel. The second section of the guide provides a course outline. The third section comprises the bulk of the document and is divided into clusters of word processing competencies. Seven clusters are presented: (1) human relations in the modern office; (2) history, concepts, and job opportunities; (3) communications skills; (4) equipment proficiency; (5) reprographics, records management, and dissemination; (6) general clerical skills, and (7) enrichment activities. Each cluster contains learning activities intended to serve as a guide to the teacher in developing and selecting materials. Appended material includes a glossary, word processing forms, and a bibliography. (LRA)

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TABLE OF CONTENTS

Page

Introduction to Word Processing 1
- Introduction 2
- History of Word Processing 3
- Components of Word Processing 5
- Five Phases of Word Processing 8
- The Future of Word Processing and Information Systems 10
- Job Descriptions of Word Processing Personnel 12
- Organizational Chart 16
- Prerequisites 17
- Basic Skills Test 18

Course Outline 22

Clusters of Word Processing Competencies 31

Learning Activities
- Cluster I: Human Relations in the Modern Office 33
- Cluster II: History, Concepts, and Job Opportunities 50
- Cluster III: Communications Skills 62
  - Correction Symbols 72
  - "36 Aids to Successful Proofreading" by Ruth H. Turner 80
  - Words Often Confused 83
  - Words Often Misspelled 87
  - Communication Bibliography 88
- Cluster IV: Equipment Proficiency 89
  - "Teaching Future Secretaries How to Dictate" by Mona J. Casady 105
- Cluster V: Reprographics, Records Management, and Dissemination 110
- Cluster VI: General Clerical Skills 122
- Cluster VII: Enrichment Activities 136
- Simulating Word Processing 142

Cooperative Work Experience 159

Appendices 161
- Appendix A – Glossary 162
- Appendix B – Word Processing Forms 172
- Appendix C – Article: "Word Processing Methods" 187
- Appendix D – Bibliography 191
- Appendix E – Equipment Selection 204
- Appendix F – Advisory Committee for Word Processing 207

PREFACE

The information presented in this document on Word Processing was developed by business and office teachers and teacher educators in South Carolina. After a one-year period of field testing, the document is now available to teachers to assist them in teaching Word Processing on the secondary level.

Information presented in this document should be considered as suggested information and not required materials. The teacher is not limited to the use of these suggestions. This material is only a guide that outlines competencies and suggests exemplary activities. It is not designed to be a complete course. Many items of the outline may be used in an Office Procedures course; consider dividing the course content into administrative or correspondence secretarial activities so that no activities are duplicated in the Word Processing or Office Procedures courses.

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INTRODUCTION TO WORD PROCESSING

INTRODUCTION

Word processing is one component, perhaps the most important component, of information systems that are now revolutionizing the traditional office. Sweeping technological advancements are changing the office at a pace that is unparalleled in office history. Having become one of the fastest-growing industries in this country, word processing is the nucleus of this powerful new technology. Every major office equipment company in the United States is actively involved in producing word processing hardware and/or software. For many companies, the office of the future has already become a reality, and almost everyone agrees that the office of the future will not be an extension of the past.

The International Word Processing Association defines word processing as "the transition of a written, verbal or recorded word to verbal, typewritten, or printed form and distributed for its ultimate use." (by permission of IWP). Word Processing is a method of producing documents at the lowest cost, with the greatest speed and accuracy, and with the least expenditure of effort. This is accomplished through a combination of standardized procedures, production measurement and supervision, sophisticated equipment, and highly-skilled personnel.

Most business experts concur in the belief that new developments in word processing are the most versatile and important yet conceived for producing office communications.

HISTORY OF WORD PROCESSING

The manual typewriter was the forerunner of today's impressive electric typewriter. Christopher Sholes was the fifty-second man to invent a typewriter, but it was his version that became the first typewriter that was perfected to such a degree that it was an improvement over handwriting. Although the machine was bulky and unwieldy, it operated at a speed faster than a man could write and its letters were always legible.

Although the typewriter is the invention that has had the greatest impact on the office, the machine met with great resistance when it was first introduced in the late 1800's. People were reluctant to change to a "newfangled" machine that was expensive and unproved. Today the same attitude prevails with regard to some word processing equipment. People are reluctant to change—this is human nature. History has proved that the more profound an impact a new invention is likely to have, the greater will be the resistance by those who will be directly affected by it. Just as resistance to the typewriter was overcome as it proved to be a more efficient method of handling written documents, so will resistance to new word processing gradually disappear. Many people believe that this versatile new equipment is the vehicle that will carry us into a new era in the office, surpassing the typewriter in its potential impact for radical change.

When the first typewriter was introduced, most secretaries were men. These nineteenth century clerks strongly opposed the typewriter because if offered a means for women to gain access to the previously male-dominated business office. Since most men did not learn to use a typewriter, women were trained, and soon started replacing men in clerical positions. Not only did the typewriter propel the office into a new era of communications, it opened doors for women who had previously been restricted to homemaking. Ironically, the developments in word processing follow a similar pattern. Almost everyone concurs that word processing will revolutionize the office. But even more important, the social impact of this invention has far-reaching implications for women who are demanding opportunities for promotion. Word processing and the women's movement have the potential to radically change not only the office, but the image of the modern business woman as well.

In the future, many jobs will depend greatly on keyboarding skills as we move into an era of automated systems. Many women, once chained to a typewriter with no hope of advancement, will use these skills to move up the corporate ladder. Young people who are training for secretarial positions today will have many opportunities for advancement that their predecessors, the first women secretaries, never dared dream. Likewise, young people who enter the business world will find stereotyped views of the secretary's role changing; in the future, many young men may begin business careers in entry-level secretarial positions.

While the invention of the typewriter was followed by a number of office machines that improved quality and ease of producing documents, actual quantity of production has improved very little since the turn of the century. Secretaries in 1910 typed 50 to 60 words per minute at a salary of $10 per week. By 1950 the salary had risen to $45 a week, but secretaries were still typing at about the same rate. Today, secretaries using traditional equipment type at a similar rate, but inflation has caused prices to spiral to $150 to $175 per week. As production costs mounted, actual production remained static; the only way to improve production was to increase the secretarial force. Inevitably, the automation that swept factories and accounting departments had to find its way to the office.

Today, word processing, the nucleus of modern automated systems, is sweeping the American business scene. Improved technology seems to feed on itself, with each day bringing new breakthroughs as equipment companies vie for the leadership role in this lucrative new market that is growing by "leaps and bounds."

Dictation equipment also met with opposition when it was introduced, and today many secretaries, as well as executives, still resist the movement toward increased utilization of machine dictation.

Thomas Edison was the first person to reproduce sound. His invention was a crude machine that created an impression on tinfoil. In 1881 Alexander Graham Bell, Charles Painter, and Chickester Bell devised the first machine for commercially recording and reproducing sound. These men also invented the first equipment for transmitting the human voice by means of light waves. Charles Painter's machines for recording and reproducing sound in the business office followed these inventions.

The typewriter and dictation equipment combined to increase productivity, to improve quality of documents, and to reduce time and energy expended in production. For decades the office operated successfully, utilizing these inventions and profiting from improved versions of the transcribing machines. Recently, however, there has been an explosion of paperwork that has overcome the capabilities of the traditional office. The number of people who generate paperwork has increased 90 percent in recent years. Today, American businesses use approximately 7300 miles of paper daily. Paper tends always to generate more paper. The problem facing today's businesses is how to make paper work, instead of creating more paperwork. The answer to this massive problem has been found in word processing and automated office systems. The office of the future, which is already emerging, promises to be a paperless office.

Many believe that word processing is a culmination of every major development in business technology since the nineteenth century, but technically, word processing is a new concept originating in the mid 1960's. The term originated in Germany when Ulrich Steinhilper, an office products manager, devised the idea following the introduction of IBM's Magnetic Tape Selectric Typewriter (MT/ST). He coined the term "textverabetung" which means text processing. As the concept gained in acceptance, it was usually referred to as "power typing," with the term "word processing" gradually evolving as the terminology appropriate to this new concept. Steinhilper believed that if all dictation could be channeled through power typewriters, production could be increased while simultaneously reducing costs. In 1969 IBM marketed the Magnetic Card Selectric Typewriter (MC/ST) which was designed specifically to penetrate the typewriting market.

In the late 1960's the cathode ray tube (CRT) editing device was commercially marketed successfully by Lexitron. The CRT allows the operator to type and edit text on a television screen. The text is edited and revised before it is printed.

The fact that word processing is already being used by over 30 percent of large companies mandates the necessity for business and office educators to become knowledgeable in this field as soon as possible.

COMPONENTS OF WORD PROCESSING

Three key components have emerged as essential to the establishment of a well-functioning system. These three components are personnel, procedures, and equipment.

Personnel: Perhaps the most important component of a word processing system is the personnel charged with the responsibility of implementation and operation of the word processing system. A successful word processing program depends on people who participate in the system, including top management. While designing a word processing system is extremely important, gaining the cooperation of all the company's employees supersedes the importance of the system itself. Converting to word processing must not be carried out haphazardly. Top management support must be gained; middle managers must accept changes; and emphasis must be directed to staffing, training, procedures, and redesigning. A minimum of six months study should be allowed before implementing a word processing system. If word processing is correctly implemented and properly supervised, the result is usually pleasing to those involved.

The word processing movement has changed the role of the traditional secretary. The secretarial position is being integrated into the corporate mainstream, a practice that is appealing to secretaries and one that maximizes the fulfillment of potential talent rather than squandering it.

Word processing divides the secretarial functions, assigning the typing duties to correspondence secretaries, while other work assignments are delegated to the administrative secretaries who usually support several executives. This division of responsibilities enables secretaries to become specialists and provides them opportunities to advance up the career ladder. The impact promises to continue as change in the office parallels the growth of automation.

Procedures: Not only has word processing brought change to the secretary's job description and function, it has changed the manner in which work is produced. The traditional method in which one secretary works for one or more executives is being replaced gradually by centralization and division of work between typing specialists and administrative secretaries. Office functions are now structured around one of several alternatives, ranging from the traditional one-to-one relationship to total centralization. Some of the available options follow:

(1) One-to-one relationship: The traditional and perhaps the most expensive structure is this one in which the secretary assists only one principal, performing all the office tasks.

(2) One-to-several relationship: In this structure, one secretary handles all the tasks necessary to support several principals. This method may be found in a small office or in a division of a large company (such as a sales department).

(3) Modified work arrangement: In this approach, an administrative secretary supports one principal taking care of general office work including light typing. All other typing tasks are performed by correspondence secretaries. Duties of the two secretarial groups may be interchanged when necessary.

(4) Centralization by department and specialization of work: This option employs correspondence secretaries who handle the transcription and typing duties, and administrative secretaries who devote their time to the other office tasks such as mail processing, filing, and answering the telephone. All secretaries support all principals in that particular department.

(5) Total centralization: This arrangement provides a word processing center which supports an entire company. The division of work makes maximum productivity possible by having the entire typing function performed by correspondence secretaries and all other secretarial services performed by administrative secretaries.

In order for a word processing system to function efficiently, procedures must be established, updated, and revised as necessity mandates. By specifying exact procedures, a regular routine can be established; likewise, a predetermined sequence of each performance is stated. Procedures and policies are specifically described in company procedures manuals, which are distributed to all employees. The procedures manual spells out the prescribed method of handling all written communications and ranges from dictation guidelines for the word originator to style and format policies for the correspondence secretary.

The implementation of any new system almost always must be accomplished with new procedures in order to achieve the desired outcome. The importance of specific, well-defined procedures which describe exact methods of accomplishing the finished document cannot be overestimated. The notable achievements reported by many word processing centers can be traced directly to the correct selection and supervision of employees coupled with effective procedures.

Equipment: While many people tend to think of word processing simply as the use of automatic typewriters, the selection of equipment is of primary importance to any word processing system. The word processing explosion was paralleled by a similar phenomenon in the equipment industry. There are presently 40 to 50 manufacturers of word processing equipment, and experts predict that the lucrative word processing market will generate sales of approximately $6 billion annually by 1980.

Word processing equipment is divided into two categories, input (dictation systems) and output (automatic typewriters). Although many variations of input and output equipment exist, for purposes of this document, only a general description of each will be given.

Dictation equipment was first used successfully in the 1920's and was the forerunner of today's sophisticated system. When dictation equipment first emerged, it was not widely used because of limitations. Magnetic recording media made possible corrections in the dictation, easy review of dictated material, and the ability to record for longer periods of time, thus greatly increasing the utility of the equipment.

Today, dictation units can be purchased to meet a variety of office needs. The portable unit is available for executives who desire to dictate away from the office. The desk-top unit is useful for the executive who has high-volume dictation. The centralized system uses private wire and/or a telephone connection, making it possible to locate multiple recording units in one centralized area. The centralized system is usually found in conjunction with word processing systems since it can serve more originators at the lowest cost per originator.

Transcription units are of two basic types: individual units and centralized units. In a centralized word processing system, dictation can be distributed to the transcriptionist via a supervisor's program console. This system has the desirable features of priority sequencing for urgent work and monitoring devices that record total dictation recorded and the duration of each item of dictation. The system enables the supervisor to monitor both the dictation and transcription functions in the word processing center, which is a valuable asset in managing workload and production costs.

Three kinds of automated word processing equipment are noted in this review: stand-alone correspondence and text-editing typewriters, communicating typewriters, and shared-logic systems.

Stand-alone units comprise the largest category of word processing equipment. These machines utilize either magnetic tape cartridges or cassettes, or magnetic cards on which a recording is made. This media allows the operator to make corrections and changes on the original tape by backspacing and retyping the corrected material.

Two-station machines have merging capabilities that enable the operator to facilitate the operation of mailing one form letter to a long list of people. The form letter is typed on one tape and the list of names and addresses is typed on a second tape. Automatically-typed and individually-addressed form letters are produced by merging the tapes on the multiple station typewriters.

The CRT or Cathode Ray Tube device is utilized in some word processing equipment. The operator types material that appears on a screen instead of paper. Error correction is accomplished in much the same way as with other magnetic word processing typewriters by backspacing and retyping over the error. A cursor is used to locate material that must be corrected and enables the operator to pinpoint the word, line, or paragraph that must be changed. By depressing the correct directional key, the operator is able to delete the material that needs to be retyped.

Communicating typewriters are expected to increase in popularity in the near future as electronic mail becomes widespread. These typewriters combine the capabilities of computer terminals and automatic typewriters. These units have the capacity to be used for machine-to-machine communication with other communicating typewriters or to serve as a terminal that gains access to a central computer system. One use of these machines includes high-speed transmission of documents from one communicating typewriter to another, making it possible to send and receive communications faster than mailing documents.

Shared-logic systems are increasing the capabilities of word processing systems. Such systems can gain access to computer logic thereby increasing capabilities for creating lengthy documents which have complex revisions. Shared-logic systems offer expanded storage and rapid output.

Equipment plays a vital role in the efficiency of a word processing system. The future will undoubtedly bring new equipment with astounding capabilities that will continue to bring about change in the office.

FIVE PHASES OF WORD PROCESSING

The five phases of word processing are origination, production, reproduction, filing, and distribution.

Origination: All documents originate in one of the following methods: longhand, shorthand, or machine dictation. Although longhand is the most frequently-used method, it is the least cost-effective method.

Shorthand is still a viable and frequently-used method of origination. Shorthand is a faster method of origination than longhand, and this method affords the originator the advantage of being able to have dictation read back for revision. There are, however, several disadvantages to the shorthand dictation. Since two people are involved, there is duplication of effort, making this system less cost effective than machine dictation.

Studies have proved that machine dictation is the most efficient system of origination and is more economical in terms of time and money saved than shorthand or longhand. This system involves only the dictator in the origination process, freeing the secretary to handle other tasks. The originator can listen to the dictated material and edit it. Proponents of word processing systems encourage the use of machine dictation as one means of increasing office efficiency. Machine dictation is used almost exclusively in word processing centers; however, shorthand may be used by administrative secretaries.

Production: The second phase of word processing is the stage when dictation is keyboarded and processed into its final form. This phase includes "make ready" time (preparing to perform the task), typing the document, and "putting away" materials and supplies used. It is during this stage that the transcriber is faced with decisions related to: line ending and page ending, formatting, and correction of errors. Often the originator makes changes, requiring the document to be retyped. Because of the memory capabilities of automatic typewriters, the previously-mentioned decisions are made easier, and errors are less costly in terms of time needed for revision. Therefore, automatic typewriters are a vital component of word processing.

Reproduction: Decisions related to reproduction are based on these factors: quality, quantity, turnaround time, and cost.

Some methods of reproduction include carbon copies, repetitive playout by an automatic typewriter, copiers, and duplicating equipment such as ditto, stencil, and offset.

The carbon copy is inexpensive, but the quality is poor; only a few copies can be produced; and corrections are time-consuming. Copiers are usually used for low volume copying. The ditto or spirit method is rarely used in offices today. The offset provides the best quality of all traditional duplication methods. If several "originals" are needed, the repetitive playout feature of an automatic typewriter is a quick and efficient reproduction method.

Filing: This phase of word processing is receiving increased attention as more emphasis is being placed on document storage and retrieval. Traditionally, records management has been performed through the use of filing cabinets, but many companies are utilizing microfiche and sophisticated micromation systems for increased economy and efficiency. Random, instant retrieval is an attractive feature of this new equipment.

Distribution: This is the phase where the finalized document is distributed to the recipient. Distribution can be either internal or external. Internal distribution consists of delivering the finished document to someone's desk or having an internal mail messenger deliver the document.

The most common external distribution source is the U.S. Postal System. The postal service is being replaced in many offices by electronic communications such as the teletypewriter. Some automatic typewriters have a communications feature which enables them to communicate with other communicating typewriters or a computer. These systems can send a message almost instantly.

The facsimile can transmit an exact copy of a document, including pictures, via telephone lines in a few minutes.

The areas of distribution and communications are expected to change considerably in the near future.

THE FUTURE OF WORD PROCESSING AND INFORMATION SYSTEMS

Automated office systems will inevitably bring about significant changes in the office environment and the way in which office employees accomplish their work. By the turn of the century, automated electronic offices will be commonplace. The office of tomorrow will be organized by people who have already adapted to change and have attitudes and behaviors that look to the future. People who have grown up with technology will be the ones who effect the change from the traditional pattern to the automated system. Resistance to change will gradually weaken as an electronically-educated generation moves into the business world.

Predictions are being made that the word processing market will almost double—from 50,000 systems shipped in 1976 to 90,000 by the end of the decade. The value of systems sold in 1980 is expected to exceed $6 billion. Predictions are that equipment with video displays will garner 90 percent of the market in 1980, up from 12 percent of the market in 1976.

Although there is still resistance to machine dictation, as word processing grows, more companies will move toward this method for generating routine documents. Machine dictation will gradually evolve as the preferred method of dictation for the following reasons: (1) it is more cost effective; (2) business executives of tomorrow will be more technology oriented; and (3) women will move away from traditional secretarial roles into those areas that allow them to advance.

Copiers are contributing greatly to the massive amounts of paper in the office; over 100 billion copies were produced in 1977. The number of copiers will increase significantly before new techniques reduce the amount of paper in the office causing a slowdown in the duplicator market.

Storage and retrieval are major parts of information systems, and the move is toward micrographic techniques. Systems can now interface with computers to sort and generate information on demand. Documents can be retrieved instantly and randomly—automatically. One modular terminal can replace 250 filing cabinets and store over a million pages for about the same price as 250 filing cabinets.

Although service is being slashed, postal rates are increasing; therefore, electronic mail is expected to grow rapidly in the future. Many word processing typewriters now have the capacity to communicate with typewriters of their own kind. Documents can now be sent instantly across the country electronically, bypassing the mail service, and speeding communications between offices. This capacity can give companies a competitive edge in their operations.

The office itself is in a state of transition. Permanent walls are falling before office landscaping and open plans with modular furniture, panels, and component systems. In the early 1970's, the cost per square foot for making changes in office layouts averaged $7.50 per square foot for walled offices. For 35 cents per square foot one can design an open plan. Sixty percent of the volume of the fifteen leading office furniture manufacturers is open plan furniture. The walls are literally coming down. A new field, ergonomics, has been spawned as a result of open offices and automated systems. Ergonomics seeks to adapt working conditions to best suit people in their jobs.

A look into the 1990's will produce a phenomenal scene. Executives will use desk-top multifunctional terminals. Computer-based voice recognition dictation systems will be available. The author will edit the words on a terminal display. The words will then be run through a dictionary and grammar/syntax validator. The final draft can be sent electronically anywhere in the world while a duplicate is automatically stored in a micrographics storage system. Unless a hard copy is desired, no paper will be used—the paperless office.

Years ago a buggy whip manufacturer stood in the doorway of his office and watched Henry Ford's Model-T roll down the dirt streets of Detroit. He laughed and scoffed and said, "It'll never

make it." With that remark, he turned and went inside his business and kept producing buggy whips, never bothering to keep tabs on the Model–T. It is not necessary to report what happened to the buggy whip manufacturer or the Model–T; that is now history.

Business and office education teachers are also facing change. We stand on the threshold of an exciting new era. We can resist change and refuse to learn new methods; or we can accept the challenge and opportunities that automated systems offer our students and profession. Regardless of whether we like it or not, change is inevitable. To those who accept the challenge, the future is bright.

JOB DESCRIPTIONS OF WORD PROCESSING PERSONNEL

Associate Correspondence Secretary

The entry-level position of associate correspondence secretary requires the following qualifications: average typing skill; experience or training with dictating equipment; experience or training in typing letters, reports, and tabulations; a knowledge of basic business vocabulary; and a knowledge of basic business formats. The trainee in this position will work under close supervision learning to operate word processing equipment, transcribing from dictating equipment when specific instructions are provided, typing copy from rough draft when revisions are indicated and format is unchanging, and playing out prerecorded material. The trainee will receive detailed instruction and guidance and have completed work revised to assure accuracy and adherence to established requirements. Work is reviewed by higher graded employee before being released.

Correspondence Secretary

The position of correspondence secretary requires that the secretary have good typing skill; have mastery of basic magnetic keyboard operation; have mastery of basic business formats; have mastery of basic business vocabulary; and have knowledge of grammar, punctuation, and spelling. The correspondence secretary will work under general supervision and be responsible to the supervisor of word processing. Other duties are: establishing work priorities; operating automatic typewriter requiring manual typing, magnetic recording, playback, revision, correction, and merging of material through operation of the automatic typewriter and associated tape control unit; selecting proper letterhead, necessary carbons, and master library tapes as requested; transcribing from dictating equipment; typing copy from rough draft; playing out prerecorded material using variables; typing letters, reports, and tabulations using correct format; proofreading typed material; and having knowledge of company standards and practices and meeting established quality standards, procedural requirements, and production deadlines.

Senior Correspondence Secretary

The senior correspondence secretary is required to be an experienced operator of magnetic media equipment; to be capable of producing special correspondence, reports, presentations, and legal briefs; to have thorough knowledge of all work application; to have knowledge of company standards and practices and to meet high volume, quality standards, procedural requirements, and production deadlines; and to work independently on own initiative under very general supervision and to be responsible to supervisor of word processing center. The senior correspondence secretary transcribes and types all original correspondence and proofreads own hard copy; makes all revisions required for original correspondence and modifications for prerecorded libraries; handles corporate-level correspondence, including confidential material; performs special projects of all types; monitors output equipment for proper format and print out; maintains assigned records and log; and assists other employees.

Executive Correspondence Secretary

The position of executive correspondence secretary requires an ability to operate the full complex of electronic recording devices and equipment; an ability to handle difficult and confidential work; and an appreciation of overall goals of the word processing center. The executive

correspondence secretary reports to, and assists, the supervisor of the word processing unit. Work is performed independently and on own initiative with the supervisor available for consultation on extremely complex or unique job requirements. The responsibilities of this position include transcribing from hard copy or transcriber and setting up MT/SC and monitoring output on all executive, corporate, and confidential correspondence; composing letters on recording typewriter as requested by executive staff; editing and proofreading hard copy for total accuracy; handling all revisions and modification requirements in assigned correspondence; directing work flow; giving guidance to other correspondence secretaries on technical or procedural problems; assisting in training other employees; assisting in upgrading procedures by recommending improvements and new standards; assisting in maintaining and upgrading programmed stored data; assisting supervisor in preparation and maintenance of routine department reports and records; and meeting with executive staff personnel to discuss preparation details of assignments.

Proofreader

The proofreader, who reports to the supervisor of the word processing center, must have knowledge of correct spelling, punctuation, and grammar principles, as well as an understanding of company policies, standards, practices, and overall goals. The proofreader reads hard copy for text content, spelling, punctuation, grammar, and typographical errors.

Supervisor of Word Processing Center

The supervisor of the word processing center, who reports to the manager of word processing/administrative support operations, has administrative responsibilities for operating the word processing center and must be capable of carrying out the word processing center's assigned objectives within the limits of approved policy and budgets. The supervisor must have an understanding of the company's policies, procedures, and overall goals. The supervisor hires, trains, and evaluates word processing personnel; prepares management reports and allocates center costs to user departments; controls the budget; coordinates services with supervisor of administrative secretaries; coordinates and schedules work for maximum utilization of personnel and equipment; acts as technical expert for procedures, equipment, and work flow; acts as liaison to, or trainer of, principals; participates in company planning; maintains quality control and quantity control; maintains and updates programmed stored data; and may write procedures manual.

Associate Administrative Secretary

The entry-level position of associate administrative secretary requires the following qualifications: secretarial experience or training, adequate typing skills, knowledge of routine clerical functions, ability to compose and/or edit rough drafts, and ability to work as part of a team. Training in dictating skills is preferable. The trainee in this position will work under close supervision performing routine clerical functions such as processing mail, filing, answering the telephone, duplicating and collating materials; performing miscellaneous support duties; receiving training in preparing reports and projects; and receiving visitors. The trainee will receive detailed instruction and guidance.

Administrative Secretary

The position of administrative secretary requires that the secretary be capable of handling

routine clerical functions, qualified to compose and edit rough drafts, capable of dictating documents, and capable of working as part of a team. The administrative secretary will work under general supervision and be responsible to the supervisor of administrative secretaries, providing necessary secretarial support for any given department or group. Other duties are using shorthand and machine transcription and proofreading copy, processing mail, answering routine correspondence, maintaining files, receiving telephone messages and placing calls, scheduling appointments, maintaining principal's calendar, receiving visitors, collecting data and performing research projects at principal's request, preparing reports, and duplicating and collating materials.

Senior Administrative Secretary

The senior administrative secretary is required to have a proven record of performance as an administrative secretary, to be aware of company standards and practices, to be well-accepted by principal and other employees of team, and to work independently and on own initiative under very general supervision and to be responsible to the supervisor of administrative secretaries. The senior administrative secretary performs some of the basic duties of administrative secretaries, assists other administrative secretaries, dictates messages, handles special projects, maintains records and reports, and adjusts schedules for priority work.

Executive Administrative Secretary

The position of executive administrative secretary requires a mastery of secretarial duties, an ability to handle difficult and confidential work of all types, and an appreciation of overall goals of the administrative support system. The executive administrative secretary reports to,and assists,the supervisor of the administrative support unit. The responsibilities of this position include maintaining file system, screening and distributing mail, performing research analyses, composing and dictating documents for executive approval, preparing presentation material, coordinating travel arrangements, proofreading and revising transcribed material for submitting to executives, performing secretarial duties of a sensitive nature, administering work flow to administrative secretaries, recommending and initiating new methods for handling administrative duties, forwarding dictation to correspondence center, assisting in training other employees, maintaining awareness of activities within executive's scope of operation, and meeting with executive staff personnel to discuss support services.

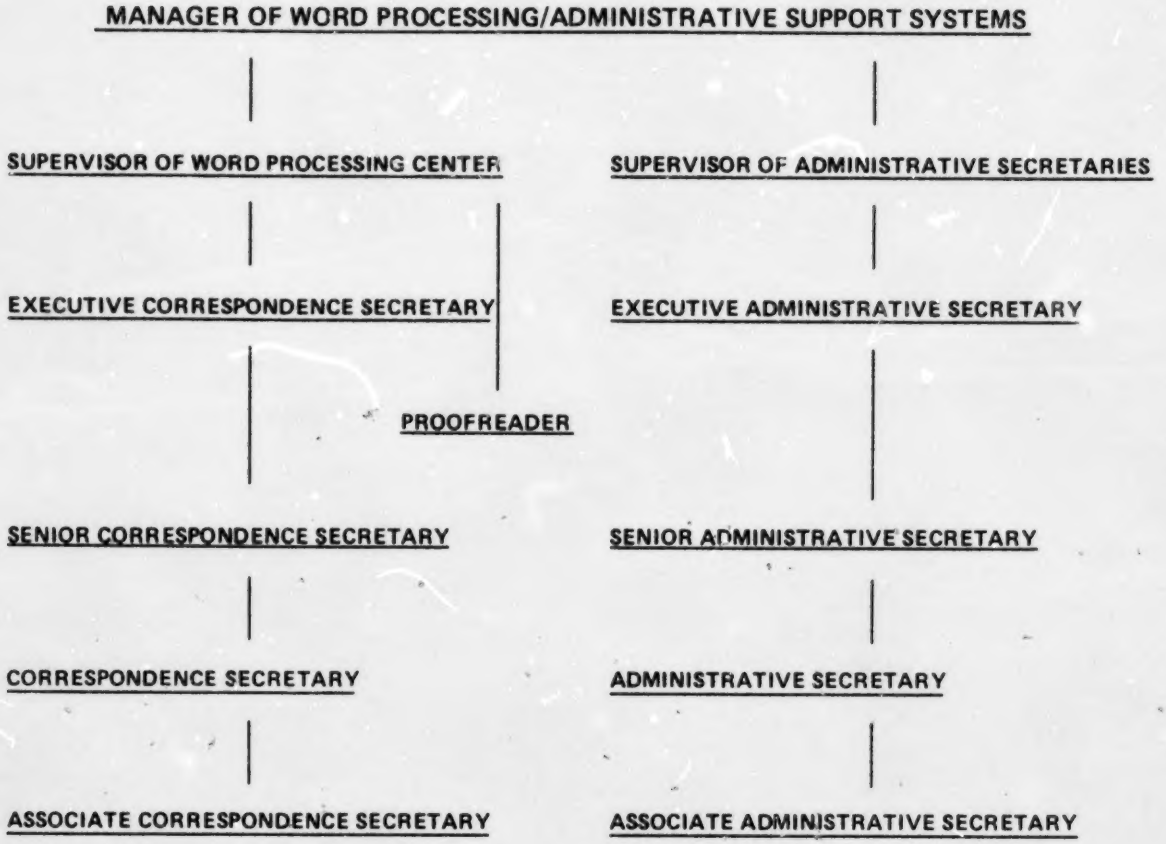
Supervisor of Administrative Secretaries

The supervisor of the administrative secretaries, who reports to the manager of the word processing/administrative support operations, has responsibility for operating the administrative support system and for procedures used. The supervisor has total awareness of and involvement in the company's policies, procedures, and overall goals and is capable of carrying out the administrative support system's assigned objectives within the limits of approved policy and budgets. The supervisor hires, trains and evaluates administrative secretarial personnel cooperating with the personnel department determining appropriate staffing; prepares management reports; allocates costs to user departments; controls budget of management support system, coordinates the services of supervisor of word processing; schedules and maintains workloads for maximum support to principals; acts as liaison to principals, attends departmental and top management meetings; is responsible for improving services to principals and for equipment; and may write procedures manual.

Manager of Word Processing/Administrative Support Systems

The manager of the word processing/administrative support systems is the coordinator of the total system and is responsible for all office systems, functions, and procedures. The manager has total awareness of company policies, procedures, systems, and goals. The manager works closely with supervisors of word processing and administrative secretaries; develops changes and updates services and systems as needed; recommends appropriate staffing and is responsible for selection and training of personnel; is responsible for preparation of procedural manuals; is responsible for purchasing and servicing equipment; represents management in extending services to principals; prepares periodic reports for top management; conducts studies; and is responsible for developing long-range plans for word processing/administrative support.

ORGANIZATIONAL CHART



PREREQUISITES

Ideally, this course should be taught to senior office occupations majors as a separate semester course. Students should have completed Typewriting I, and it is desirable that they will have completed Typewriting II. It is recommended that students be screened on the basis of a passing grade on the Basic Skills Test which is included in this guideline. (See page 18)

Since many schools cannot offer the course to seniors as a semester course, there are other alternatives. The course can be taught to juniors as well as seniors, and can be integrated as a unit into Office Procedures, Office Machines, Typewriting II, Co-op II, and the Senior Intensified Program.

The course outline is designed as a recommended curriculum; however, the teacher must use his/her discretion in selecting topics if the materials are integrated into a class rather than being taught as a separate course.

BASIC SKILLS TEST

In order for a student to qualify for this word processing course, he/she should have successfully completed a Typewriting I course, and should make a passing grade on the following test. If for some reason it is not possible to test students prior to their enrollment, the Basic Skills Test can be given at the beginning of the course and the results can be used to indicate areas for remedial work.

I. *Instructions:* Circle the word in each line that is spelled correctly.

1.	personnal	personel	personnel
2.	correspondence	corespondence	correspondance
3.	Febuary	Februay	February
4.	seperate	separate	separrate
5.	oxes	oxen	oxens
6.	nuculear	nucler	nuclear
7.	occassion	ocasion	occasion
8.	anual	annual	annuall
9.	accummulate	accumulate	acummulate
10.	ninty	ninety	ninnty

II. *Instructions:* Underline the appropriate word from each pair of words given for the sentences below.

1. Will she (accept, except) the position of manager?
2. Some typists should try to cut down on (stationary, stationery) supplies.
3. Whose textbook is used for the (course, coarse)?
4. Mary was (quiet, quite) sure she was right.
5. The company directors (formally, formerly) announced their selection of the location for the new building.

III. *Instructions:* Underline the verb that is correct in each of the following sentences.

1. Only one of the employees (was, were) ready to leave the office at five o'clock.
2. Eighteen dollars (is, are) the price of that item.
3. Neither the supervisor nor the employees (was, were) affected by the change in the company's administration.
4. In the desk drawer (is, are) an assortment of pens and pencils.
5. The secretary and the sales manager (is, are) ready to give their reports.

IV. *Instructions:* Insert the needed punctuation in the following sentences.

1. The complete line of blouses in this style includes the following colors blue green and white.
2. If the telephone rings would you answer it
3. Hughes Company a wholesale firm just moved to this city.
4. The supervisor said We should use only ten minutes for our coffee break.
5. Your appointment is scheduled for 3 30 p m.

V. *Instructions:* In the following sentences, write a capital letter over each lower-case letter that should be a capital.

1. The show was held in the loring building on pine street.
2. Most students at northside high school will be enrolled in an english class.
3. John moore said that he is going to take history II next year at the university of south carolina.
4. Niagara falls is a spectacular sight from the canadian shore.
5. When i go to disney world, i shall leave from the greyhound terminal.

VI. *Instructions:* Write the following sentences, making the changes that are indicated.

1. Proofreading is one of the most important ~~jobs~~ tasks that a typist does.
2. Please send the invoice that you received yesterday to the accounting department.
3. Do you ~~understand~~ start the importance of a good attitude?
4. The purchasing department has received (3) shipments ~~this week~~ in the past 2 days.
5. Word processing is to words what data processing is to numbers.

VII. *Instructions:* In each sentence fill in the blanks with the correct form of the word or words given at the end of the sentence.

1. We have no objection to _____ quitting the job and _____ continuing it. (you, he)
2. This matter is between you and _____. (I)
3. _____ bookkeepers must be accurate in our calculations. (We)
4. The success of this project depends upon _____ getting the information organized. (we)
5. Are you going to the party with him and _____ (I)?

TEST KEY

I. *Instructions:* Circle the word in each line that is spelled correctly.

1.	perso.inal	personel	personnel
2.	correspondence	corespondence	correspondance
3.	Febuary	Februay	February
4.	seperate	separate	separrate
5.	oxes	oxen	oxens
6.	nuculear	nucler	nuclear
7.	occassion	ocasion	occasion
8.	anual	annual	annuall
9.	accummulate	accumulate	acummulate
10.	ninty	ninety	ninnty

II. *Instructions:* Underline the appropriate word from each pair of words given in the sentences below.

1. Will she (accept, except) the position of manager?
2. Some typists should try to cut down on (stationary, stationery) supplies.
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4. Mary was (quiet, quite) sure she was right.
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III. *Instructions:* Underline the verb that is correct in each of the following sentences.

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4. In the desk drawer (is, are) an assortment of pens and pencils.
5. The secretary and the sales manager (is, are) ready to give their reports.

TEST KEY

(Continued)

IV. *Instructions:* Insert the needed punctuation in the following sentences.

1. The complete line of blouses in this style includes the following colors: blue, green, and white.
2. If the telephone rings, would you answer it?
3. Hughes Company, a wholesale firm, just moved to this city.
4. The supervisor said, "We should use only ten minutes for our coffee break."
5. Your appointment is scheduled for 3:30 p.m.

V. *Instructions:* In the following sentences, write a capital letter over each lower-case letter that should be a capital.

1. The show was held in the L B P S loring building on pine street.
2. Most students at N H S northside high school will be enrolled in an E english class.
3. M John moore said that he is going to take history H II next year at the U university of S south C carolina.
4. F Niagara falls is a spectacular sight from the C canadian shore.
5. I When i go to D disney W world, I shall leave from the G greyhound terminal.

VI. *Instructions:* Write the following sentences, making the changes that are indicated.

1. Proofreading is one of the most important tasks that a typist does.
2. Please send the invoice that you received yesterday to the Accounting Department.
3. Do you understand the importance of a good attitude?
4. The Purchasing Department has received three shipments in the past 2 days.
5. Word processing is to words what data processing is to numbers.

VII. *Instructions:* In each sentence fill in the blanks with the correct form of the word or words given at the end of the sentence.

1. We have no objection to ___your___ quitting the job and ___his___ continuing it. (you, he)
2. This matter is between you and ___me___. (I)
3. ___We___ bookkeepers must be accurate in our calculations. (We)
4. The success of this project depends upon ___our/us___ getting the information organized. (we)
5. Are you going to the party with him and ___me___ (I)?

COURSE OUTLINE

COURSE OUTLINE

(In this outline, competencies relate to both Administrative and Correspondence areas of word processing unless otherwise indicated.)

I. HUMAN RELATIONS

Competencies 1 – 12: The student will learn to:

1. Empathize with other people.
2. Communicate effectively with peers, subordinates, supervisors.
3. Cope with pressure situations.
4. Deal with personality conflicts.
5. Develop compassion and understanding for co-workers.
6. Keep communication lines open.
7. Establish acceptable attendance and punctuality record.
8. Set goals—long term, short term.
9. Develop initiative.
10. Welcome constructive criticism as a valuable aid for improvement of work habits and self.
11. Use discretion in discussion of office business and confidential matters.
12. Tolerate people's habits and mannerisms which differ from one's own.

II. HISTORY, CONCEPTS, PROCEDURES, AND JOB OPPORTUNITIES

Competency 1: The student will differentiate between the traditional office system and the centralized word processing system and list characteristics of each.

A. Traditional Office
   1. One-to-one basis
   2. Uneven workload
   3. Numerous interruptions
   4. No supervision of secretarial function
   5. Opportunity for promotion dependent upon mobility of boss

B. Word Processing Office
   1. Work defined
   2. Production measurement
   3. Increased productivity
   4. Close supervision
   5. Career paths that result in more opportunities for promotion

Competency 2: The student will trace the history of word processing.

A. Typewriter
B. Dictaphone
C. MT/ST
D. Ulrich Steinhilper (Textverbateung)
E. CRT
F. Shared Logic
G. Future projections for word processing—paperless office, electronic mail, micromation

Competency 3: The student will develop a comprehensive word processing vocabulary.

See Glossary (Appendix A)

Competency 4: The student will know the purpose of word processing procedures and use a procedures manual.

A. Word Processing Procedures
   1. Organization
   2. Work Flow
   3. Five phases of Word Processing
      a. Organization
      b. Production
      c. Reproduction
      d. Filing
      e. Communication

B. Word Processing Procedures Manual
   1. Purpose
   2. Structure
      a. Definitions
      b. Input system defined
      c. Dictation techniques
      d. Sample letters
         (1) With variables
         (2) Without variables
      e. Stored Documents
         (1) Definitions
         (2) Use
         (3) Printout of stored documents
      f. Forms used in center
   3. Personnel requiring use of manual

Competency 5: The student will identify word processing as one component in the total information system and understand its relationship to other components.

A. Awareness of keyboarding equipment that interacts with:
   1. Computer (Shared logic)
   2. Photocomposers
   3. Telecommunications equipment
B. Duplication
C. Records Management

Competency 6: The student will explore new careers and career paths created by word processing, discuss job descriptions for word processing related positions, and know the relationship of word processing positions in a company's line organization. (See page 12 for job descriptions)

A. Manager of Word Processing/Administrative Support Systems (over both Administrative and Correspondence areas)
B. Document Production
   1. Word Processing Center Supervisor
   2. Executive Correspondence Secretary
   3. Senior Correspondence Secretary
   4. Correspondence Secretary
   5. Associate Correspondence Secretary (Entry level)
C. Secretarial Administration
   1. Administrative Secretarial Supervisor
   2. Executive Administrative Secretary
   3. Senior Administrative Secretary
   4. Administrative Secretary
   5. Associate Administrative Secretary (Entry level)

Competency 7: The student will become familiar with several brands of word processing equipment and discuss different strengths and weaknesses.

A. Brands of word processing equipment
B. Strengths and weaknesses
   1. Equipment appropriate to meet needs
   2. Cost
   3. Size of business
   4. Kinds of documents produced
   5. Problems encountered by personnel keyboarding documents
   6. Capability of updating equipment to meet new requirements
   7. Lease or purchase

III. COMMUNICATIONS SKILLS – ORAL

Competency 1: The student will demonstrate correct techniques of effective oral communication in the explanation of procedures and directions.

A. Use of terminology which is easily understood
B. Instructions and directions given one step at a time in proper sequence, being careful to explain each step
C. Summary of details

Competency 2: The student will demonstrate correct techniques of effective oral communications in the demonstration of appropriate telephone skills.

A. Techniques for all telephone communications
   1. Answer telephone promptly
   2. Speak distinctly and pleasantly into mouthpiece
   3. Give proper company identification
   4. Keep calls brief
B. Incoming Calls
   1. Screen calls
      a. Get necessary details
      b. Give necessary information
   2. Transfer of calls
   3. Record messages accurately—double check
C. Outgoing calls
   1. Plan calls
   2. Obtain correct local number by use of directory
      a. List of frequently called numbers
      b. Office directory
      c. City directory (white and yellow pages)
      d. Operator assistance
      e. Area codes
D. Types of long distance calls
   1. Direct distance dialing
   2. Station to station
   3. Person to person
   4. WATS
   5. Conference
E. Types of Telephone Systems
   1. Dial
   2. Touch tone
   3. Centrex

Competency 3: The student will demonstrate correct techniques of oral communication in the ability to greet visitors and conduct tours.

A. Be friendly and courteous
B. Know route of tour
C. Make proper introductions
D. Be familiar with equipment
E. Know work flow

III. COMMUNICATIONS SKILLS – WRITTEN

Competency 4: The student will demonstrate correct techniques of written communication in his/her capability in composing a variety of business documents using correct grammatical skills, punctuation, spelling, and capitalization (Administrative)

A. Types of documents
    1. Tables and statistical data
    2. Memos
    3. Letters
    4. Manuscripts
    5. Forms
B. Format
    1. Margins
    2. Correct tabulation
    3. Style
C. Organization of thoughts
    1. Clear
    2. Concise
    3. Complete
    4. Correct
    5. Courteous
D. Correct vocabulary
E. Composition Skills
    1. Paragraphing
    2. Punctuation
    3. Spelling
    4. Capitalization
    5. Grammatical correctness

Competency 5: The student will demonstrate correct techniques of written communications in his/her ability to write clear explanations of procedures and directions. (Administrative)

A. Use of correct terminology
B. Use of proper sequencing
C. Clarification of all details

Competency 6: The student will demonstrate correct techniques of written communications in his/her demonstration of skill in proofreading, verifying, and editing.

A. Understand all proofreader's marks
B. Check statistical data for accuracy
C. Check names, places, etc. for correct spelling
D. Delete unnecessary words, phrases, and clauses
E. Compare finished product with original for completeness and accuracy

IV. EQUIPMENT PROFICIENCY–KEYBOARDING, DICTATION, AND TRANSCRIPTION

Competency 1: The student will demonstrate correct and efficient operation of keyboarding equipment. (Correspondence)

A. Proper coding, formatting, and error correction appropriate
   1. Record alphabetic and numeric data correctly
   2. Correct errors while recording by using backspace correction
   3. Edit recorded data
   4. Know all codes pertinent to your machine
      a. Centering
      b. Tabulating
      c. Underscoring
      d. Stopping
      e. Switching
   5. Use magnetic media properly when applicable
   6. Use memory feature correctly
   7. Operate CRT when available
   8. Retrieve stored material and be able to play back when applicable

B. Accuracy and speed in typing straight copy, statistical copy, reports, and other office correspondence with errors corrected by appropriate means
   1. Use touch method and error correction by backspacing
   2. Use features that are peculiar to operator's machine when formatting

C. Efficiency in producing final copy from rough drafts
   1. Follow proofreader's marks
   2. Follow all directions
   3. Use proper format
      a. Margins
      b. Pagination
      c. Headings
      d. Tabs

Competency 2: The student will demonstrate correct operation of transcribing equipment for the purpose of transcription and dictation.

A. Skill in operating transcription equipment to transcribe recorded data at a predetermined rate
   1. Loading and unloading machine
   2. Machine adjustments for clarity
   3. Reverse and forward controls
   4. Index slips
   5. Material typed in mailable form

B. Skill in operating equipment for the purpose of dictating
   1. Prepare unit for use
      a. Power and microphone
      b. Loading
      c. Controls necessary for operation
   2. Dictation
      a. Index slips
      b. Special instruction indication
      c. Review if necessary
      d. Telephone recording
   3. Editing
   4. Ending dictation
      a. End codes
      b. Unloading

Competency 3: The student will organize and dictate business documents using acceptable diction, pronunciation, and phrasing providing special directions when appropriate. (Administrative)

A. Organize material and thoughts
   1. Establish your purpose
   2. Locate needed reference materials
   3. Prepare complete, clear and concise outline
B. Dictate distinctly
   1. Identify yourself
   2. State priority of job
   3. Explain type of document to be dictated
   4. Indicate number of carbon copies and special formatting
   5. Indicate retention of document if not standard time
   6. Dictate document
   7. Spell out names, difficult or unusual words, homonyms, etc.—use phonetic alphabet when applicable
   8. End dictation with necessary information about dictator's title, enclosures, copy distribution
   9. Give deferred directions, if necessary

V. REPROGRAPHICS, RECORDS MANAGEMENT AND DISSEMINATION

Competency 1: The student will select the appropriate copying method and operate equipment to produce quality copy. (Administrative)

A. Know copying methods available for use
   1. Carbon copies
   2. Copying by automatic typing
   3. Copiers
   4. Duplicators
B. Understand advantages and disadvantages of each copying method
C. Operate available equipment using all features that will enhance the appearance of copies produced

Competency 2: The student will make effective decisions relative to company's overall retention plan. (Administrative)

A. Rules for normal retention and requests for extended retention
B. Special request correspondence
C. Stored documents

Competency 3: The student will demonstrate the ability to use a filing system.

A. Review filing methods
   1. Alphabetic
   2. Subject
   3. Numeric
B. Review filing equipment
   1. Vertical
   2. Horizontal
   3. Visible
   4. Microfilming

Competency 4: The student will establish a personal work area filing system and be able to quickly retrieve requested information.

A. Establish file
B. Code letters
C. Properly place magnetic media for rapid retention

Competency 5: The student will use and interpret word processing center coding system.

A. Establish code with reference initials on letters
B. Code magnetic media

Competency 6: The student will efficiently process incoming mail. (Administrative)

A. Sort the mail
    1. Business
    2. Advertisements
    3. Personal (not to be opened unless authorized to do so)
B. Open the mail and remove contents
    1. Date stamp mail
    2. Route stamp mail
    3. Attach envelope if necessary
    4. Check for enclosures
    5. Check for discrepancies in date and postmark
C. Route the mail
D. Log the mail
    1. Special mail (i.e. certified, special insured)
    2. Telegrams and cables
    3. Packages
E. Read mail and underline important points
F. Respond to routine mail
G. Code for filing

Competency 7: The student will determine appropriate dissemination procedures for correspondence. (Administrative)

A. U.S. Post Office
B. Private carrier
C. Western Union
    1. Telex
    2. TWX
    3. Mailgrams
D. Electronic Mail (Communicating typewriters)

VI. GENERAL CLERICAL SKILLS

Competency 1: The student will organize and manage a work station. (Administrative)

A. File system
B. Typewriting equipment and supplies
C. Copy and duplicating equipment and supplies
D. Telephone
E. Mail
F. Wise use of supplies

Competency 2: The student will understand production measurement and work standards and maintain a consistently high volume of production.

A. Line count
B. Logging
C. Performance requirements

Competency 3: The student will prioritize tasks appropriately, manage time effectively and productively, and make skillful work-related decisions.

A. Rush items
B. Routine or daily tasks
C. Repetitive tasks (i.e. filing, stuffing, etc.)
D. Batching
E. Use of slack periods

Competency 4: The student will assist other employees with work overflow.

Competency 5: The student will demonstrate initiative in solving problems and suggesting improvements in procedures for work simplification.

A. Recognition of problems
B. Plan for change

Competency 6: The student will use a variety of sources and reference manuals in compiling information. (Administrative)

A. Dictionary
B. Thesaurus
C. Secretary's handbook or reference manual
D. Zip code directory
E. Company or correspondence manuals

VII. ENRICHMENT ACTIVITIES

The following activities are suggested as enrichment opportunities for those students who excel and have management potential. Some of these activities should be included in the duties of a supervisor in a word processing center.

Competencies 1 – 12: The student will learn to:

1. Follow directions from a principal
2. Efficiently delegate responsibilities to subordinates
3. Develop procedures for administrative tasks
4. Plan and supervise employee work schedules
5. Interview and select word processing entry-level personnel
6. Train new word processing personnel
7. Maintain and interpret production records
8. Plan motivational incentives for employees
9. Design flow charts
10. Maintain quality, quantity controls
11. Monitor centralized dictating system
12. Analyze job in terms of work simplification (how can a specific position be made more efficient?)

CLUSTERS OF WORD PROCESSING COMPETENCIES

Note: For each cluster of competencies, learning activities have been developed; however, activities have not been developed for each competency. These activities are intended to serve as a guide to the teacher in developing and selecting materials which correlate with the course outline.

Each cluster of competencies has been color-coded to correspond with activities designed specifically for each cluster.

HUMAN RELATIONS IN A MODERN OFFICE

CLUSTER I: HUMAN RELATIONS IN THE MODERN OFFICE

1. Empathize with other people
2. Communicate effectively with peers, subordinates, and supervisors
3. Cope with pressure situations
4. Deal with personality conflicts
5. Develop compassion and understanding for co-workers
6. Keep communications lines open
7. Establish acceptable attendance and punctuality record
8. Set goals—long term, short term
9. Develop initiative
10. Welcome constructive criticism as a valuable aid for improvement of work habits and self
11. Use discretion in discussion of office business and confidential matters
12. Tolerate people's habits and mannerisms which differ from one's own

The following suggested activities correlate with the competencies of human relations.

ACTIVITY: Who Am I? A Getting–Acquainted Activity.

Some students seldom become acquainted with many of the students they encounter daily in their classes. This activity permits them to become acquainted quickly. Each student needs a sheet of paper with the question "Who Am I" written in one-inch letters at the top, a pencil, and a straight pin.

Give each student 10 minutes to write ten different (legible) answers to the question "Who Am I?"

Then, ask students to pin their answers to the front of their clothing.

Each student circulates, without speaking, around the room. The students should make eye contact with each person they "meet" as they read each others paper.

Once everyone has circulated, the students should return to two or three persons they would like to "talk" with further.

Then students are encouraged to get to know those people they found interesting. They should be encouraged to ask questions they ordinarily would not.

Other Ideas:

A. Students may draw a picture (or caricature) of themselves.

B. Students may draw a pie with different sized wedges to illustrate the major interests of their lives.

C. Students may draw a graph or line of their lives showing major events: the past, present, and future.

D. Students may write a series of adjectives to describe themselves.

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ACTIVITY: Self Improvement

What are your good points? (always start with the positive)

List at least five.

What are traits that need improvement?

List at least five. (example – tendency to put off until tomorrow)

On a sheet of paper list the improvement traits in order of priority. List these improvement traits on a card and put in a place where you will see them the last thing before retiring and the first thing in the morning. At the end of the week evaluate your progress in improving these traits.

ACTIVITY: Accentuate the Positive and Eliminate the Negative

This activity is to be carried out during a regular class. Pair the class – students will make a list of the positive and negative statements used by their partner. At the end of the class students will exchange sheets.

Divide the class into teams. Start a "Let's be more positive campaign." Team score--each time team "A" hears a negative statement from "B" team, team "A" scores a point.

ACTIVITY: Self Improvement

For one day, list the irritating things done at school by one member of the opposite sex. For one day, list the irritating things done at school by a member of the same sex. Compare the two lists. Which sex tends to irritate you the most? Do you think you may be doing something to bring out the worst in some people? What are some of the things you do that might irritate women, that might irritate men?

For one day, casually express appreciation for everything that is done for you. Report to the class whether it made your day any more pleasant.

ACTIVITY: Self Improvement

Everyone has a mental picture of himself. Sometimes it is a good likeness, and sometimes it is not. In column 1, check the statements that correspond to what you think you are like. In column 2, check the statements you believe other people think you are like. In column 3, check the statements that you would most like to be someday. Psychologists say that we become what we think. It has also been said that we cannot change anyone except ourselves. As a part of your improvement campaign, try keeping an improved mental picture of yourself in mind. Write down the statements from No. 3 that you checked that indicate what you would like to be someday. Visualize yourself as being this way for the next three months. At the end of that time, try this rating again. The results may be a pleasant surprise to you.

NOTE: You may wish to condense or select from one of the three following charts.

ACTIVITY: Self Evaluation

How do I see myself?

A — Always
S — Sometimes
N — Never

Use the following checklist to evaluate your strong points and weaknesses.

	As I See Myself			As I Would Like to Be			As I Am Seen By Others		
	A	S	N	A	S	N	A	S	N
I GIVE ENCOURAGEMENT TO OTHERS									
I AM PREJUDICED									
I AM A GOOD LISTENER									
I TALK TOO MUCH									
MY CONVERSATION IS SELF CENTERED									
I AM TRUTHFUL WHEN TELLING SOMETHING									
I AM HONEST WITH MY FEELINGS									
I AM HONEST WITH MY TIME									
I AM HONEST REGARDING PROPERTY									
I STICK TO A TASK									
I HAVE MANY INTERESTS									
I WANT TO BE POPULAR									
I WANT PEOPLE DEPENDENT UPON ME									
I AM INDEPENDENT									
I AM DEPENDENT									
I ENJOY LEARNING									

A — Always
S — Sometimes
N — Never

	As I See Myself			As I Would Like to Be			As I Am Seen By Others		
	A	S	N	A	S	N	A	S	N
I AM PUNCTUAL									
I AM DEPENDABLE									
I AM HAPPY									
I AM DEPRESSING									
I AM CREATIVE									
I AM MORAL									
I AM NEAT									
I AM PATIENT WITH TIME									
I AM PATIENT WITH PEOPLE									
I AM ONE WHO SHARES GOODS									
I AM ONE WHO SHARES TIME									
I AM A PRIVATE PERSON									
I FEEL FREE TO CRY									
I FEEL FREE TO HUG AND EMBRACE									
I CAN KEEP A SECRET									
I HELP CLOSE FRIENDS									
I FEEL FREE WITH CLOSE FRIENDS									

A — Always
S — Sometimes
N — Never

	As I See Myself			As I Would Like to Be			As I Am Seen By Others		
	A	S	N	A	S	N	A	S	N
I CON OTHER PEOPLE									
OTHER PEOPLE BOSS ME									
I BOSS OTHER PEOPLE									
I FOLLOW REASONING									
I FOLLOW HUNCHES									
I FOLLOW SOCIAL NORMS									
I AM DETACHED FROM OTHERS									
I AM CRITICAL OF SELF									
I AM CRITICAL OF OTHERS									
I AM A SENSITIVE PERSON									
I AM KNOWN AS THE "CLOWN"									
I TAKE CRITICISMS WELL									
I WORRY ABOUT HOW I LOOK									
I CAN TAKE A RISK									
I OVER–PROTECT OTHERS									
I FLY OFF THE HANDLE WITH OTHERS									
I CAN COMPROMISE									

ACTIVITY: Don'ts for the Office

The successful office worker must cultivate certain habits and techniques, and avoid certain other habits. Most of the habits that irritate classmates and co-workers come under the heading of bad manners. Most of us fail to realize our faults. List on the chalkboard habits and characteristics of classmates that the class members find irritating. (Don't use anyone's name.) The class could be asked to copy the list or the list could be duplicated and handed out at another time. Allow the class to choose partners. The partners will check each other against the list. The lists should be exchanged, allowing the students to see their partner's view of them. The students should be encouraged to make a sincere effort to eliminate any irritating habits. Remember, we are seldom aware of these habits. When you know which of the objectionable habits are to be eliminated from your habit structure, start on the first. When it is eliminated, go on to the second. To eliminate an undesirable habit: (1) be conscious that you possess it, (2) honestly desire to get rid of it, and (3) stop it now.

ACTIVITY: Remembering Names

Remembering another individual's name and using it is one of the most effective human relations techniques. Practice these suggestions for remembering names. (1)When a person is being introduced, be sure that you not only hear the name, but know how it is spelled. If there is doubt in your mind about the spelling, ask the person to spell his name. Repeat the name, "It is a pleasure to meet you, Bill Jones." (2) When you have the name, turn your attention to the face. Look at the person and in some way associate the name and the face. (3) File this association away in your memory, knowing that you will remember that person the next time you meet him or her.

ACTIVITY: Students engage in conversation (based on a script) while other students are attempting to work.

Instructions: Assign several students to write scripts of conversations between two or three persons using names and situations from the local school. The script should be gossipy in nature. These students should be carefully instructed that the other class members are not to know about the assignment. On the day of the activity, the class is given an assignment that requires a great deal of concentration. After they are well into the project, have the two or three students engage in the gossipy conversation loud enough for the typists to hear. Allow the conversation to go on for a period of time long enough to become disruptive to the class. Stop the class and discuss with the students who were typing how this kind of distraction affected their work, and how this could be eliminated.

ACTIVITY: Decision Making—Priority Setting.

Instructions: Using In-Basket Simulations (suggestions—In-Basket Simulations developed during the EPDA Workshop at the University of South Carolina, July, 1976 and in-basket simulations in magazines or lists of tasks made up by the teacher.)

1. Have each student in your class rank the tasks in order of their importance. Caution students to work individually and not ask anyone for help. (allow about 10 minutes)

2. Divide the class into small groups of five or seven students per group. Have the groups individually rank the office tasks in the order of their importance. All discrepancies must be settled and each group come to one agreement on the order of the office tasks.

3. The teacher should observe the groups as they work looking for the forming of a group leader within each group. At the end of the allotted time, select the apparent leader from each group and ask the leader to report the group findings to the entire class.

4. Discussion. The teacher should serve as a discussion leader only.

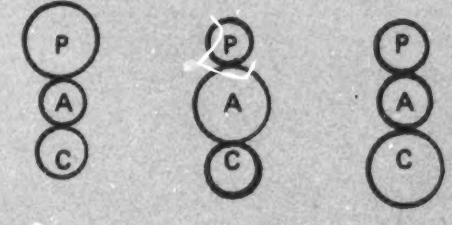
ACTIVITY: Ego Quiz . . . Parent, Adult, or Child?

Your behavior is affected by a combination of feelings, thoughts, and sensitivities. Consequently, your self-image is also a combination of various egos. Some psychologists classify these ego states into three categories. However, there is no fine line that distinguishes between the three states. We usually are a combination of all three states. Study the states and characteristics.

Ego State	Characteristic
Parent Ego	Advising or criticizing behavior (i.e. "Why can't you keep track of anything you file?")
Adult Ego	Objective and logical expression (i.e. "Check with Ken, he used that lost file last.")
Child Ego	Spontaneous, spoiled, and creative behavior (i.e. "I didn't take that file; find it yourself.")

Explain these states to your students. Have them list examples from their daily lives concerning these ego states. Hand out the Ego State Reaction Quiz (on the following pages) and ask each student to correct his/her quiz. Discuss any questions.

Using circles of different sizes, draw your ego state portrait as you perceive yourself most of the time. Your portrait might look something like the figures below.



- Do you see yourself as having a favorite ego state?
- Does your portrait change when the situation changes? At work? At home? At school? At a party? Where else?
- Does it change with certain people? A boss? Parent? Date? Sister/brother? Friends? Who else?
- Now ask another student to draw how he/she percaives you. Notice any difference?

After you have drawn your ego state portraits, both from your own perspective and that of others, ask yourself,

- Does this satisfy me? If not, what needs to be changed?
- What decisions do I need to make? What data do I need to gather?

Adapted from *Winning With People* by Dorothy Jongeward and Muriel James. Copyright 1973. By permission of Addison-Wesley Publishing Company, Reading, MA

EGO STATE REACTION QUIZ

Identify each reaction to the following situations as either Parent, Adult, or Child (P, A, or C). There will be one of each in each situation.

1. A typewriter breaks down in the office.

   a) "See if a repairperson can come this morning." _____

   b) "This machine is always breaking down. I'd like to throw it on the floor and jump on it." _____

   c) "Those operators are so careless. They should know better." _____

2. Coffee break rumors report a co-worker is about to be transferred.

   a) "Tell me the latest. I'd like to get something on Jim. He is a pain in the neck!" _____

   b) "Let's not spread a story that may not be true. If we have a question, let's ask the boss." _____

   c) "We really shouldn't talk about poor Jim. He has so many troubles." _____

3. The boss has had an important proposal rejected.

   a) "You must feel terrible. I'll fix you a cup of coffee to cheer you up." _____

   b) "You feel bad? Just listen to what happened to me!" _____

   c) "I'm sorry about the rejection. Let me know if there is anything you want me to do." _____

4. Someone unexpectedly gets a promotion.

   a) "Well, Ms. White deserved it. After all, with all those children to feed, she needs that extra money. Poor thing." _____

   b) "Isn't that just like her! She got that for buttering up the brass." _____

   c) "I thought I was more qualified for the promotion than Ms. White. But maybe I haven't given her enough credit." _____

5. A reduction in personnel is announced.

a) "What will I do if I'm laid off?" _____

b) "This dumb company isn't worth working for anyway." _____

c) "I'd fire all women first. They don't need the money. They're just taking jobs away from men." _____

EGO STATE REACTION QUIZ

Answer Key

Identify each reaction to the following situations as either Parent, Adult, or Child (P, A, or C). There will be one of each in each situation.

1. A typewriter breaks down in the office.

   a) "See if a repairperson can come this morning." — A

   b) "This machine is always breaking down. I'd like to throw it on the floor and jump on it." — C

   c) "Those operators are so careless. They should know better." — P

2. Coffee break rumors report a co-worker is about to be transferred.

   a) "Tell me the latest. I'd like to get something on Jim. He is a pain in the neck!" — C

   b) "Let's not spread a story that may not be true. If we have a question, let's ask the boss." — A

   c) "We really shouldn't talk about poor Jim. He has so many troubles." — P

3. The boss has had an important proposal rejected.

   a) "You must feel terrible. I'll fix you a cup of coffee to cheer you up." — P

   b) "You feel bad? Just listen to what happened to me!" — C

   c) "I'm sorry about the rejection. Let me know if there is anything you want me to do." — A

4. Someone unexpectedly gets a promotion.

   a) "Well, Ms. White deserved it. After all, with all those children to feed, she needs that extra money. Poor thing." — P

   b) "Isn't that just like her! She got that for buttering up the brass." — C

   c) "I thought I was more qualified for the promotion than Ms. White. But maybe I haven't given her enough credit." — A

EGO STATE REACTION QUIZ

Answer Key

5. A reduction in personnel is announced.

a) "What will I do if I'm laid off?" — A

b) "This dumb company isn't worth working for anyway." — C

c) "I'd fire all women first. They don't need the money. They're just taking jobs away from men." — P

ACTIVITY: Learning About Each Other

Pair the class. Try to pair people who do not already know each other well. Allow the pair to spend five minutes interviewing each other. Each will introduce the other to the class. Allow the students to use the notes that they took during the interview. Have the class rate the introduction.

ACTIVITY: Wheel of Identity

This activity gives you an opportunity to tell about yourself and to learn about others.

1. Answer the questions listed at the bottom of the page by drawing a picture, a design, or a symbol in the appropriate area on your wheel. (See page 48.)

2. Do not use words except in space No. 6.

3. Make the drawing, picture, or symbol as short as you wish, as long as it expresses how you feel about the question.

4. Pin your wheel on your blouse, shirt, or dress so that others can see it.

5. Discuss your wheel with someone else. Explain the meaning of each item if you wish. If you don't wish to share the meaning of your wheel, that is your privilege.

Questions:

1. What do you feel is your greatest accomplishment?

2. What is something about which you would never change your feelings?

3. What is one thing others can do to make you happy?

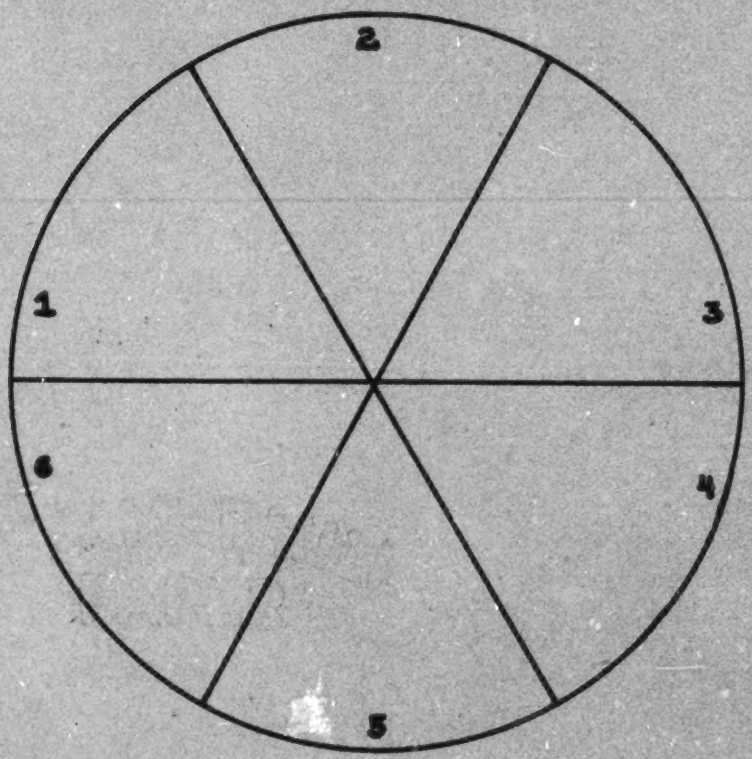
4. What do you feel is your greatest personal failure?

5. What would you do if you had only one year to live?

6. What are the three words that you would prefer to have used to describe you?

WHEEL OF IDENTITY

Instructions: The teacher should duplicate the wheel and the questions and give each student a copy of each.



ACTIVITY: Case Studies on Human Relations

Instructions: Textbooks abound with case studies on human relations. Case studies can be done along with any type of course work. Constant emphasis on human relations can be accomplished by spending a 30-minute period per week on a human relations case.

List of suggested textbooks and other books that may prove helpful.

Eggland, Steven A. and John W. Williams. *Human Relations in Business.* Cincinnati: South-Western Publishing Co., 1977.

Baltus, Rita K. *Personal Psychology for Life and Work.* New York: McGraw-Hill Book Co., Inc., 1976.

Fruehling, Rosemary T. *Working at Human Relations.* New York: McGraw-Hill Book Co., Inc., 1977.

The following books are recommended for the teacher to use for resource and background information. It is recommended that the teacher establish a library shelf with the following books. These should be made available to students for reference and enrichment.

Gordon, Thomas. *Teacher Effectiveness Training.* Bergenfield, N. J.: The New American Library, Inc.

James, Muriel and Dorothy Jongeward. *Born to Win.* Reading, Massachusetts: Addison-Wesley Publishing Co., 1973.

Harris, Thomas A., *I'm OK – You're OK.* New York: Avon Books, 1969.

Lair, Jesse K. and Jacqueline Carey Lair. *Hey, God, What Should I Do Now?* Greenwich, Connecticut: Fawcett Publications, Inc., 1975.

Lair, Jesse K. *I Ain't Much Baby – But I'm All I've Got.* Greenwich, Connecticut: Fawcett Publications, Inc., 1975.

Lair, Jesse K. *I Ain't Well – But I Sure Am Better.* Greenwich, Connecticut: Fawcett Publications, Inc., 1975.

Suggested films for use in teaching human relations:

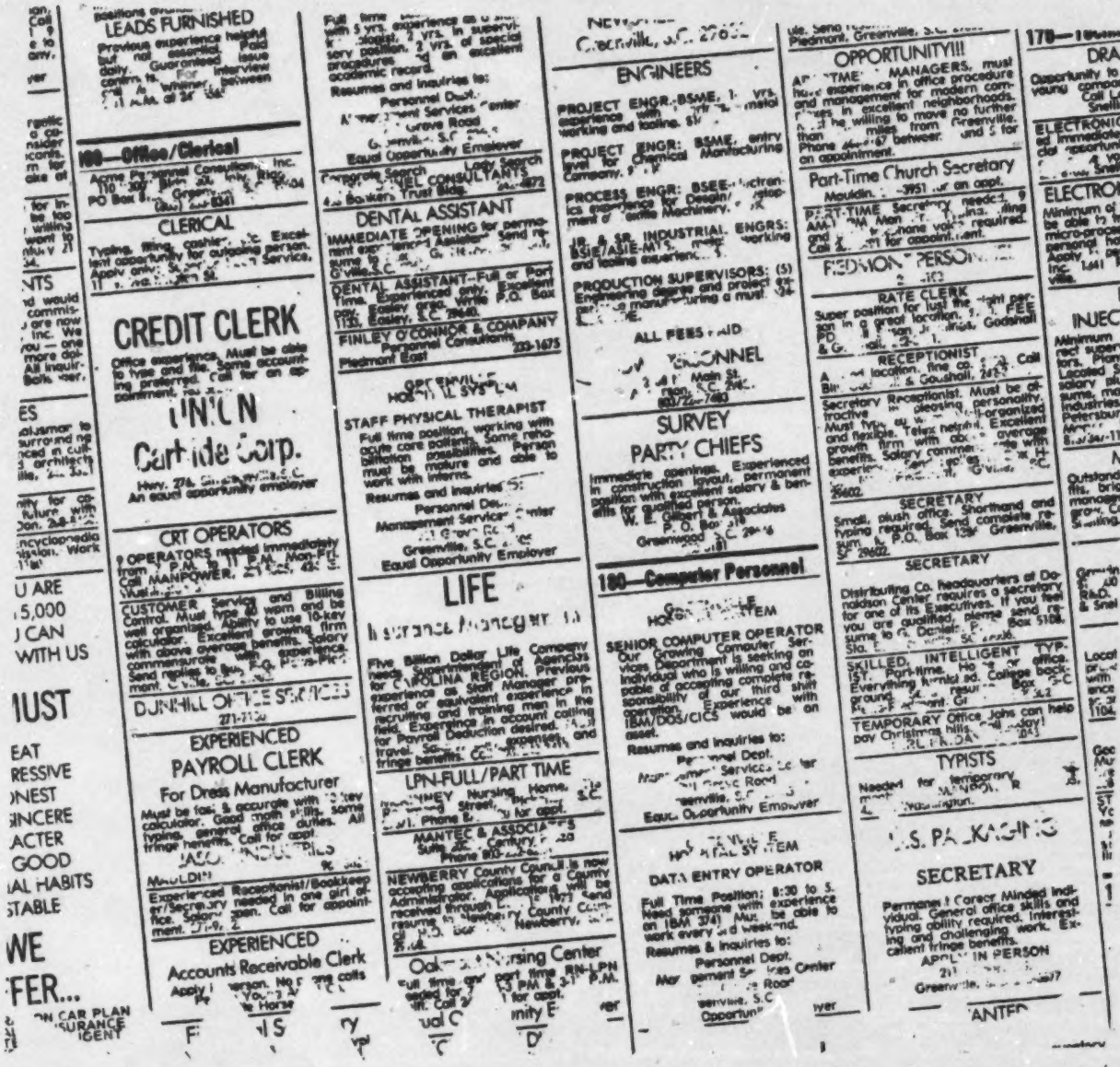
The films described may be obtained by contacting your nearest Southern Bell Business Office.

Bill Russell Raps

Former basketball All-Star Bill Russell is shown in a series of amusing and inspirational "rap" sessions with high school and college students. He discusses his own philosophy of life and the value to each individual of giving "100 percent" to whatever they do. Recommended by the NEA. Color. 27 minutes.

Hello . . . I Need To Tell You Something

A startlingly "different" film treatment about the difficulty individuals have in successfully communicating their thoughts and feelings to one another, even face-to-face. Underscores the universal and growing importance of effective interpersonal communication. An excellent discussion starter. Color. 20 minutes.



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HISTORY, CONCEPTS, AND JOB OPPORTUNITIES

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CLUSTER II: HISTORY, CONCEPTS, PROCEDURES, AND JOB OPPORTUNITIES

1. Differentiate between the traditional office system and centralized word processing system and list characteristics of each.

2. Trace the history of word processing.

3. Develop a comprehensive word processing vocabulary.

4. Know the purpose of word processing procedures and use a procedures manual.

5. Identify word processing as one component in the total information system and understand its relationship to other components.

6. Explore new careers and career paths created by word processing, discuss job descriptions for word processing related positions, and know the relationship of word processing positions in a company's line organization.

7. Become familiar with several brands of word processing equipment and discuss different strengths and weaknesses.

The following suggested activities correlate with Competency 1, Cluster II.

Competency 1: Differentiate between the traditional office system and centralized word processing system and list characteristics of each.

ACTIVITY: Invite a guest speaker from the field of word processing.

Instructions: Ask the guest speaker to speak on:

1. How the office has changed from the traditional office situation to the word processing organization.
2. Define job duties and titles.
3. Career opportunities available to word processing personnel. Are there more opportunities for word processing personnel than for traditional office workers?
4. Skills and attitudes that are essential for word processing personnel.

ACTIVITY: Visit a word processing center and a traditional office situation.

Instructions: Prepare the students for the visit by instructing them to observe such things as:

1. Equipment used
2. Lay-out of facilities
3. Arrangement of work areas
4. Filing systems
5. Production measurement
6. Attitude of personnel

Questions they might ask of the supervisor of word processing:

1. Work flow – How heavy is it?
2. Equipment problems – What kinds of failure, repair, and replacement is typical?
3. Work distribution – How is this handled?
4. Turnaround time – Is twenty-four hours average?
5. Personnel matters –Who's in charge of what?
6. Training procedures on specific equipment

If permission is granted, the students may ask other personnel questions concerning their careers, advantages, disadvantages, etc.

ACTIVITY: Questions for students to respond to after visiting a word processing center or after hearing a speaker.

Instructions: In order for the student to understand the concepts of word processing, he/she must be able to define its phases and indicate how those phases interrelate in the total office operations. Listed below are some typical thought and response questions that might be asked of students. They could be asked to respond to the questions in writing or the questions could be used for class discussions. The ten questions are only samples and certainly do not include all content that could be included.

1. Is there more or less challenge in the office that has automated equipment? Why?
2. How could you convince others of the value of using dictation equipment for originating documents?
3. What are some skills and attitudes that office workers should possess?
4. When you think of originating a document in an office, what comes to your mind? Why?
5. Does the originator of a document need to have any special training before using dictation equipment for originating documents?
6. How could machine dictation help you or someone else?
7. How do people react to change?
8. Is an understanding of filing and filing systems important for someone working in a word processing center?
9. Why would a secretary prefer a traditional office structure over a word processing structure?
10. How might you find job satisfaction if you typed all day for people you never saw? What might you do to make this job more interesting?

ACTIVITY: Comparing word processing methods and traditional methods.

Instructions: Select two tasks performed in an office and describe in flow chart form the manner in which each particular task is accomplished in the traditional setting and in the word processing center.

ACTIVITY: Class Discussion of Definition of Word Processing

Instructions: Instruct the class to research the subject "Word Processing" and write a definition of "Word Processing" to bring to class. Discuss in class the different definitions. (There seems to be no uniform definition.)

Suggested definitions:

Advanced method of creating, producing, and distributing written communications at top speed, with the greatest accuracy, the least effort, at the lowest cost through the combined use of proper procedures, automated business equipment, and trained personnel.

Everything that takes place between the creating of an idea and the various steps that process the idea into spoken or written communications.

Systematizing the word flow, putting thoughts or words on paper in the most efficient and economical manner.

The following suggested activities correlate with Competency 2, Cluster II.

Competency 2: Trace the history of word processing.

ACTIVITY: Assign written or oral reports on the following topics.

1. The History of the Typewriter*
2. The History of the Dictaphone
3. What is MT/ST?
4. What is textverarbetung?
5. What is CRT?
6. What is meant by "Shared Logic"?
7. Future Projections for Word Processing
8. Paperless Office
9. Electronic Mail
10. Micromation

*Foulke, Arthur Toye. *Mr. Typewriter.* Boston, Massachusetts: The Christopher Publishing House, 1961.

This activity will serve to give the student experience in researching, composing, and speaking, in addition to learning the history of word processing.

The following suggested activities correlate with Competency 3, Cluster II.

Competency 3: Develop a comprehensive word processing vocabulary.

See Glossary. (Appendix A)

The following suggested activities correlate with Competency 4, Cluster II.

Competency 4: Know the purpose of word processing procedures and use a procedures manual.

ACTIVITY: Divide the class into groups of three to five students to develop a simple word processing procedures manual. Give the students the following list of suggested topics to include in their procedures manual. (The teacher may want to add other topics or delete some to fit the particular class situation.)

1. Correspondence Priorities
2. Special Requests
   a. Rush items
   b. Confidential items
   c. Rough drafts
   d. Handwritten materials
3. Proper Dictation Procedure
4. How to Dictate
5. Work Flow
6. Sample Formats of Documents
7. Uniform Proofreader's Marks
8. Word Processing Dictation Techniques
9. The Phonetic Alphabet
10. List of Homonyms and Definitions

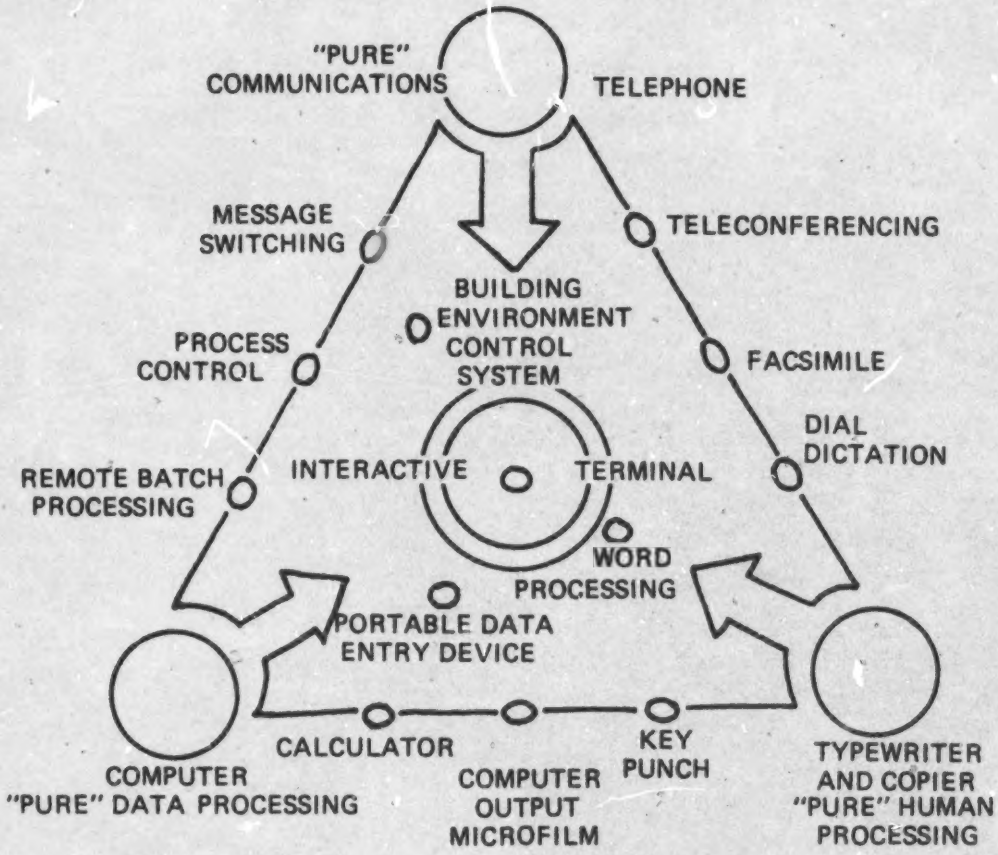
The students will need to research before compiling their manuals. If the teacher has sample manuals in his/her library, these should be made available to the students. Other reference material that will aid the students should be made available. When the manuals are completed, select the best manual for adoption to be used in the simulation. The teacher may feel that it would be to the advantage of the class to compile one manual from all submitted. This could be assigned to a select group and serve as an enrichment activity for superior students.

The following suggested activities correlate with Competency 5, Cluster II.

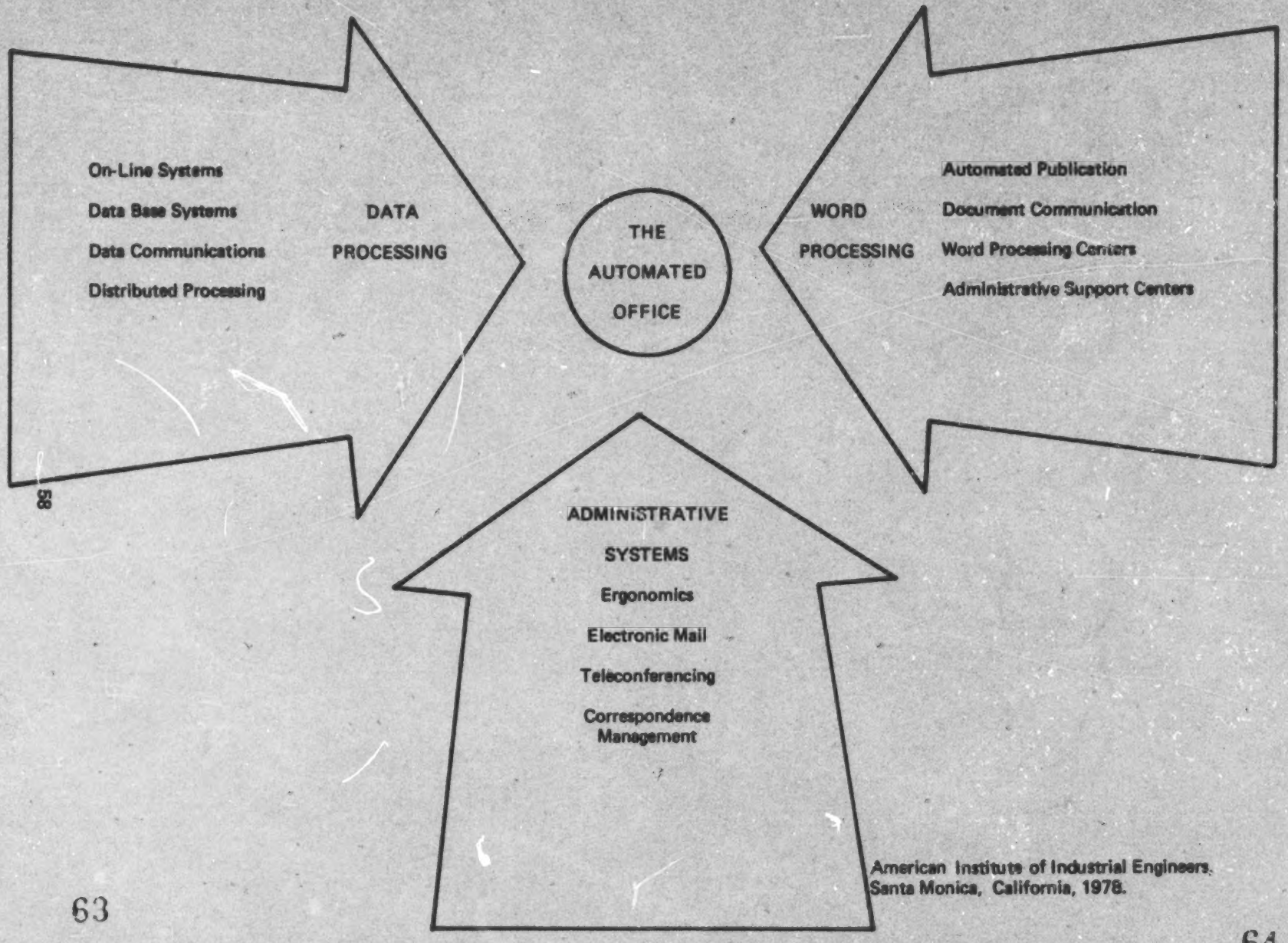
Competency 5: Identify word processing as one component in the total information system and understand its relationship to other components.

ACTIVITY: Bulletin Board

Assign a bulletin board on which the students identify word processing as one component in the total information system. Suggestion below:



"A Look to the Future," The University of the State of New York, The State Education Department, Bureau of Business Education, 1977.



American Institute of Industrial Engineers.
Santa Monica, California, 1978.

The following suggested activities correlate with Competency 6, Cluster II.

Competency 6: Explore new careers and career paths created by word processing, discuss job descriptions for word processing related positions, and know the relationship of word processing positions in a company's line organization.

Refer to page 16 showing line organization chart.

ACTIVITY: Bulletin board of area of specialization for the correspondence secretary.

Area of specialization – – *

Language Arts
Typing and Related Learnings
Magnetic Keyboarding and Related Learnings
Machine Transcription Skills
Proofreading and Editing (Mailability)
Filing/Logging/Recordkeeping
Effective Use of Reference Materials
Telephone Skills
Skill in Setting Priorities
Effective Management of Time
Work Station Management
Procedures and Work Flow
Creativity

ACTIVITY: Bulletin board of area of specialization for the administrative secretary.

Area of specialization – – *

Language Arts
Clerical Arts–Filing/Logging/Recordkeeping
Verbal Communication Skills–Person-to-Person/Telephone/Dictation
Written Communication Skills–Authorship
Proofreading and Editing (Mailability)
Mail Handling
Scheduling
Researching
Effective Use of Reference Materials
Skill in Setting Priorities
Effective Management of Time
Work Station Management
Procedures and Work Flow
Business Math (Use of Calculators)
Interpersonal Relationships

*Reprinted with permission from a handout by Dr. George P. Grill, University of North Carolina, Greensboro, North Carolina.

ACTIVITY: Word Processing Careers.

Instructions: Have the students to make a survey of the number, types and internship requirements of positions in businesses utilizing automatic typewriters and word processing centers. Use local newspaper want-ads.

ACTIVITY: Word Processing Careers.

Instructions: Select students to plan and carry out a panel discussion on the advantages and disadvantages of careers in businesses with word processing centers. The panel discussion should follow a visit to a center or follow a speaker who has covered this subject. The panel discussion could be a research project. The teacher should make the assignment and the students should be given time to research the subject.

ACTIVITY: Training Needed for Positions in Businesses Using Word Processing.

Instructions: Obtain job descriptions from businesses in the school community who are using word processing centers. Prepare a task list and give details of each job.

Compare the tasks done for each position against the course of study for office occupations subjects in the high school. Prepare a list of tasks not included in the course of study.

List the kind of training that needs to be included for preparation for careers in word processing centers.

Suggested reference article:

Kutie, Rita C. "An Analysis of the Job Dimensions of Word Processing Secretaries, Administrative Support Secretaries and Traditional Secretaries," *Business Education Forum,* (February, 1978), pp. 38 – 40.

The following suggested activities correlate with Competency 7, Cluster II.

Competency 7: Become familiar with several brands of word processing equipment and discuss different strengths and weaknesses.

ACTIVITY: Write letters to leading producers of word processing equipment.

Instructions: The students will write letters to the leading producers of word processing equipment asking for information on their products. (See Annotated Bibliography—Vendors)

ACTIVITY: Speakers from equipment producing companies.

Instructions: Invite speakers from companies producing word processing equipment.

ACTIVITY: Field Trip

Instructions: Take the class on a field trip to see word processing equipment on display at a vendor or in a word processing office.

ACTIVITY: Bulletin board of several brands of word processing equipment.

Instructions: Assign a bulletin board displaying several brands of word processing equipment and showing strengths and weaknesses of each brand.

ACTIVITY: Equipment Used in Local Offices.

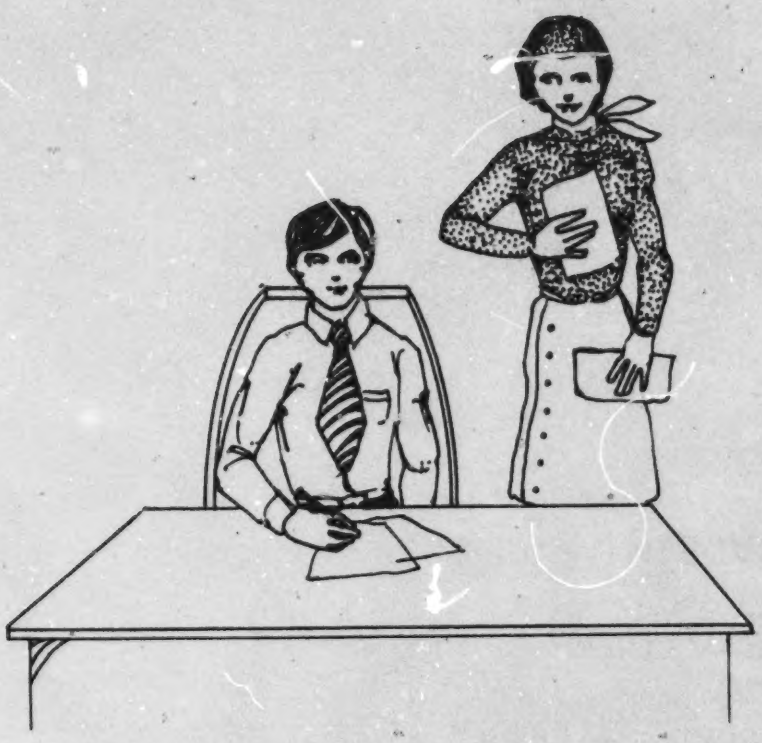
Instructions: Teacher and class prepare a suitable survey instrument and survey the businesses in the community relative to the equipment used in the offices.

ACTIVITY: Equipment

Instructions: After the students have listened to a speaker from the field of word processing or visited a word processing center, the teacher should lead a class discussion on how equipment is used in word processing centers related to:

- Limitations
- Utilization
- Specific functions
  - Automatic typewriters
  - Magnetic tapes and cards
  - Dictating equipment
    - Central systems
    - Desktop units
    - Portable units
  - Typewriters
    - Electric
    - Manual
    - Portable
  - Typing Supplies
    - Correction fluids and tapes
    - Ribbons and accessories
  - Composer*

*"IBM Introduces Mag Card Composer," *Word Processing,* (March/April, 1978), pp. 3 – 4.



COMMUNICATIONS SKILLS

CLUSTER III: COMMUNICATIONS SKILLS

1. (Oral) Use correct techniques in explaining procedures and directions.
2. (Oral) Demonstrate appropriate telephone skills.
3. (Oral) Demonstrate the ability to greet visitors and conduct tours.
4. (Written) Demonstrate capability in composing a variety of business documents using correct grammatical skills, punctuation, spelling, and capitalization.
5. (Written) Demonstrate the ability to write clear explanations of procedures and directions.
6. (Written) Demonstrate skill in proofreading, verifying, and editing.

The following suggested activities correlate with Competency 1, Cluster III.

Competency 1: (Oral) Use correct techniques in explaining procedures and directions

ACTIVITY: Role-Play Oral Communications

Instructions: Use the following "points to keep in mind" as the basis for a class discussion of the secret of success in oral communication. Allow about fifteen minutes for the discussion. Following the discussion, select three students to role-play a situation showing how the "points to keep in mind" can be put into effect in a conversation between strangers.

Points to keep in mind –

You must like people–if you feel insecure about liking others, start a "people liking" campaign by acting as though you do.

Learn to listen – listen with concentration and show your interest in your face.

Don't talk too fast – speak with a relaxed manner and clear enunciation.

Avoid flat negatives – a mild response is more effective even when you strongly disagree with the remark the speaker has made.

Don't be backward – speak first–don't expect others to speak if you don't.

Don't monopolize the conversation. Give the other person an opportunity to talk.

Watch your eye contact – look at all the members of the group as you talk.

Make positive statements – avoid unpleasant topics, criticism of others, sarcasm and pessimism.

Creative listening – watch the person who is talking, organize in your mind what is being said and show that you are interested in what is being said.

Suggested Situation: Three students have been selected from three different schools by Inst–A–Word, Word Processing Consultants, to work in their word processing center for the summer months. The students arrive at the center on the morning they are to begin their orientation. Upon arrival they are told that Mr. Smith, manager of the center, has been delayed and they are to wait in the conference room.

ACTIVITY: Coat Game. Organization of logical steps in direction giving.

Instructions: Select two students from the class. Give a coat to student one and instruct him/her to go to the far side of the room and face the wall. Instruct student two to tell student one how to put the coat on as student one puts the coat on following the step by step directions of student two.

ACTIVITY: Organization of logical steps in direction giving.

Instructions: The instructor begins by asking students what helps them most when they are given directions by someone else. After discussing this with students, ask them to do these things.

No. 1 Write the step by step directions to get from where they are to a certain location (all the same one). Go over as a group and determine who explained it most explicitly.

No. 2 Write the step by step directions on how to do a certain simple task, preferably something they have learned to do in the class. (Example tasks: putting paper into typewriter, tying shoe laces, sewing on button, etc.) Have one student read the directions as the other student performs the steps as given. Have the students evaluate each other.

No. 3 This time divide class into larger groups. Give each member a task (somewhat more complex than in No. 2) to explain. Each should have a different task. They are now to explain it step by step to the group without writing it down first. Have the group members evaluate each other as to the effectiveness of the communication.

The following suggested activities correlate with Competency 2, Cluster III.

Competency 2: (Oral) Demonstrate appropriate telephone skills.

ACTIVITY: Learning team of 3 or 4 students role playing the use of the telephone.

Materials: Teletraining unit* (available from Southern Bell) or access to telephones in school; a tape recorder; (telephone usage evaluation forms may be used and developed by the teacher if not provided by the telephone company).

*"Teletraining for Business Studies" is designed for classroom use in teaching basic concepts of correct business telephone techniques to prepare students for the world of business, where proper telephone usage is essential. A Business Phone Trainer is used to simulate an office arrangement. For further information, contact your nearest Southern Bell School Representative or Business Office.

Instructions: Students should be divided into groups of 3 or 4. Each student should participate in two calls. The calls should be recorded on tape. Calls should be played back so that students get feedback about their telephone techniques and their ability to communicate verbally and to respond to situations as they occur. Learning team members should complete the evaluation forms and give these along with other feedback to the students handling the call.

Word processing center situations:

No. 1 As a corresponding secretary in the word processing center, it is your responsibility to contact the principal (person who dictated the item you are transcribing) regarding any problems encountered in understanding dictation. You cannot understand the first part of how many carbon copies are required. Call the principal to clarify this point. (The principal should respond very cooperatively.)

No. 2 As an administrative secretary in the word processing office of "Inst–A–Word, Word Processing Consultants," it is your responsibility to handle all incoming calls. A visitor to your office has lost his way from the interstate highway to your office. He is on the phone and would like directions to your office. (Use your hometown information for this call; use the school location as the office location and give directions from the nearest interstate.) (Visitor on the phone is upset and excited. He is late and complains that your company representative is at fault for not giving clear directions.)

No. 3 You are the supervisor of a word processing center. It is your responsibility to assign high priority work to the word processing operators and see that deadlines are met. Today two of the operators are sick. More than the usual number of high priority items have come into the center this morning. You must call one of the vice-presidents, and tell her that her work might not get done today. The vice-president becomes very excited, threatens to call your superior, is talking very loudly.

ACTIVITY: "Thank You. Please Call Again," created by Youth Educations, Inc., 10 East 40th Street, New York, NY 10016, for the Bell System. For further information, contact your nearest Southern Bell School Representative or Business Office.

"Thank You. Please Call Again" is a multi-media teaching aid designed to familiarize students with effective ways of using the telephone in business.

The aims of the program are:

1. Teach the fundamentals of effective telephone communication in business.

2. To help students become aware of how telephone equipment and services are used in a variety of business situations.

3. To encourage the development of consistent and efficient techniques for using the six-button telephone in an office.

4. To help students recognize office procedures and techniques which relate to the use of the telephone in a business concern.

In adapting this program, the teacher may want to develop his/her own specific objectives and means of evaluating whether or not the students have achieved them.

The following suggested activities correlate with Competency 3, Cluster III.

Competency 3: (Oral) Demonstrate the ability to greet visitors and conduct tours

ACTIVITY: Greet Visitors and Conduct Tours

After a class discussion on the proper way to greet visitors and conduct tours, role-play this activity with students acting as tour guides and visitors.

Plan an "open house" for the department or "Word Processing Center." Invite faculty, business people from the community and parents to visit. Students should serve as tour guides for the occasion.

The following suggested activities correlate with Competency 4, Cluster III.

Competency 4: (Written) Demonstrate capability in composing a variety of business documents using correct grammatical skills, punctuation, spelling, and capitalization.

ACTIVITY: Individual students dictate one or more documents after outlining their thoughts based on an assigned situation.

Materials: Tape recorder or dictation unit; assigned situation.

Instructions: Student should be directed to read over the assignment and to develop an outline of the points to be covered in the dictation; material should be dictated; then dictation reviewed and feedback given to student. (Learning teams could supply feedback.) After dictation is completed—another student should transcribe the document.

Word Processing Situations:

No. 1 As administrative secretary it is occasionally necessary for you to dictate material. It has been brought to your attention that yesterday was a trying day in the word processing center. It is the end of the month and an unusually high number of rush jobs were requested. Two word processing operators were sick. You feel there might be a need for a backup system for staffing the center when operators are out and the workload is high. No such system exists at the present. Dictate a memo to your superior regarding this matter. In addition to the mentioned characteristics of the situation described, you might suggest that when possible principals avoid waiting until the end of the month to get documents into the center.

No. 2 As administrative secretary it is occasionally necessary for you to dictate documents. Today you received a letter from a high school student who plans to become a word processing secretary. Tell her what skills she needs and something of the duties she would be expected to perform on the job.

The teacher could use any number of other situations in this activity; these are only suggestions.

ACTIVITY: Weekly progress memos. To be composed, typed, and submitted by individual students each week.

Instructions: Students should be directed to type an original and a copy. The memo should include a summary of what they did during the week, how they felt about it, and their plans for the coming week. After the first week, the summary of progress should refer to the goals set in the previous week's memo. These should be read by the teacher and returned to the student with appropriate comments. Students hand in two copies, instructor keeps one and returns the other after comments have been recorded. This should continue throughout the course. The teacher should stress positive feedback at first.

After the students begin to express themselves rather freely, the teacher should begin to check language usage, punctuation, and sentence structure.

ACTIVITY: Composition of memo to employees.

Instructions: Each student will assume the role of a supervisor. Situation: It has become apparent that the 15 employees in the office are taking advantage of coffee breaks and lunch hours, and their production has gone down gradually over the past several months. The supervisor has decided to try to do something about the situation. He/She decides to write a memo to all employees instead of calling a meeting.

Each student should write a memo that will be motivational to the employees so they will want to be at their stations raising their production rate instead of wasting time. The memo composition is to be done entirely at the typewriter. After the rough draft is completed, the students should exchange copy for feedback before the final copy is produced.

ACTIVITY: Build composing skill beginning with word, phrase, and sentence responses. Finally compose paragraphs and an entire letter.

Instructions: Use composing partners for word, phrase, and sentence responses. Individual students will react to original documents and/or situations for paragraphs and letters. The guide sheet of questions is used to stimulate responses students must compose and write on paper. (A taped series of questions, the teacher at the front of the room, or a written list could be used to generate the responses.) The responses could be typed—it is important that they be typed or written.

1. Word level responses: Answer in single words. (45 seconds)

   a. List the articles that would normally be found on a desk.

b. List the attributes your ideal mate must have.

c. Name some historical events that are of interest to you.

2. Completing response patterns: Answer with a word or phrase that will complete the sentence. (30 seconds)

   a. What this school needs is . . . .

   b. I think President Carter should . . . .

   c. A good teacher is one who . . . .

3. Creating original paragraphs: Answer with complete, grammatically correct sentences. (40 seconds)

   a. Why is the ocean blue?

   b. Define democracy?

   c. The person I admire most is . . . .

   d. What is word processing?

4. Creating original paragraphs: Write a 3 or 4 sentence paragraph on each of the following topics (give singly). (5 minutes each)

   a. Why should it be against the law to smoke in public buildings?

   b. What the world looks like to a newborn.

   c. Why I like or dislike ice cream.

5. Business letter.

   Compose a letter from the Early American Furniture Company to Mr. S. A. Jones. Bring to his attention that the $465.98 is still due on the furniture he purchased over a year ago. Mr. Jones has paid exactly $50 on account, and the Early American Furniture Company is impatient and ready to turn the account over to a lawyer.

6. Personal letter.

   a. Compose a letter to Dear Abby asking her advice about something.

   b. After Letter A has been evaluated and handed back, have each student pass his/her letter to the student behind him/her. Each student should compose an answer to the letter he/she receives in the exchange.

7. Telegram.

   Compose a short telegram to the ABC Flower Shop informing them that their order for roses for Easter cannot be filled due to a power failure that caused much damage to the rose bushes. Sign the telegram – Rose Gardens, Inc.

8. Interoffice Memorandum.

Compose an interoffice memorandum to all office personnel from the word processing supervisor. Subject: Attendance and Tardiness. Late arrivals are to be docked time and a half for the time they are late. Any time less than 15 minutes will be counted as 15 minutes. Absence will be docked full pay if employee does not call in. Explain that tardies and absences are costly to the company.

The following suggested activities correlate with Competency 5, Cluster III.

Competency 5: (Written) Demonstrate the ability to write clear explanations of procedures and directions.

ACTIVITY: Ask students to write a procedures manual or employees handbook for one of the jobs or procedures they will perform during a simulation or model office activity.

Materials: Sample procedures manuals or employee handbooks from local offices.

Instructions: Students should be instructed to study sample procedures manuals or employee handbooks that are available from local offices. Outline a format for their procedures manual or handbook that they will need when performing in a future simulation or model office situation. Ask each student to write a particular job (clerk typist, payroll clerk, etc.) or procedure (sick leave policy, job transfers, etc.). Assign each student a specific subject and a reasonable deadline. Ask the students to type two copies of their work and to proofread each other's work. Then, collect the material, correct it, and return it for revision. Finally, complete class procedures manual or handbook.

The following suggested activities correlate with Competency 6, Cluster III.

Competency 6: (Written) Demonstrate skill in proofreading, verifying, and editing.

ACTIVITY: Proofreading manuscript copy.

Instructions: Each student will type an unbound manuscript from the copy below. Use GOOD PROOFREADING as the title. After the manuscript is completed the student will proofread the copy using correction symbols (proofreaders' marks) to indicate corrections needed in the copy. The student will retype the copy from his/her rough draft copy making correction in the copy as it is typed.

It is important that the student realize that certain qualities and skills are essential to good proofreading. If the student is to become proficient in proofreading, he/she must be able to spell correctly. A basic knowledge of punctuation rules is also essential. Correct application of capitalization guides, number guides, and the usage of symbols is equally important. The proofreader must read for total meaning as well as details. If the proofreader is error conscious and is aware of the types of errors that are commonly missed and is aware of the places errors frequently occur, he/she will be more likely to proofread accurately.

Simple typographical errors are usually found and corrected, whereas errors in the titles of manuscripts or in the column headings and subheadings of tables are overlooked because the proofreader fails to proofread such material. If copy is read word by word rather than for meaning, errors in which letters are added or omitted at the end of words are frequently overlooked if the addition or omission does not make the typed word meaningless.

There is a tendency to scan copy, hesitating at the beginning and end of each line but merely glancing over the line itself. When this is done, errors in the middle of the line are often missed.

Errors in listing or statistical tables are difficult to detect, especially when one is proofreading copy alone. Students should be encouraged to work in pairs when proofreading copy which involves verifying. When the situation is such that working in pairs is not appropriate, the students should proofread statistical material from the top down and aga n from the bottom up.

Punctuation errors are very common in typed copy. The proofreader not only must look for typographical errors but must be alert for incorrectly punctuated copy.

There are also errors in grammatical usage which the proofreader must be on the alert to catch and correct.

One of the most serious types of errors is the error in content. Content errors seem to be the most difficult of all to locate. They are one of the most important types of errors and can cause severe repercussions when not detected. The originator dictates to the secretary a letter which quotes a price of $5,000. The secretary is given instructions to type the letter and to sign the originator's name because he/she is leaving town and wants this letter in the afternoon mail. Hurrying to get the job out as instructed, the secretary types $500 instead of $5,000. The error is not detected and the letter is mailed! Just a simple error of $4,500! Incorrect figures, dates, and other content errors may be overlooked when the typist is not error conscious.

ACTIVITY: Proofreading Problems.

Instructions: A series of proofreading exercises could be developed beginning with problems containing simple typographical errors, and gradually increasing in difficulty throughout the series. The series might include:

Obvious typographical errors

Transpositions and pileups

Incorrect word errors

Spelling errors

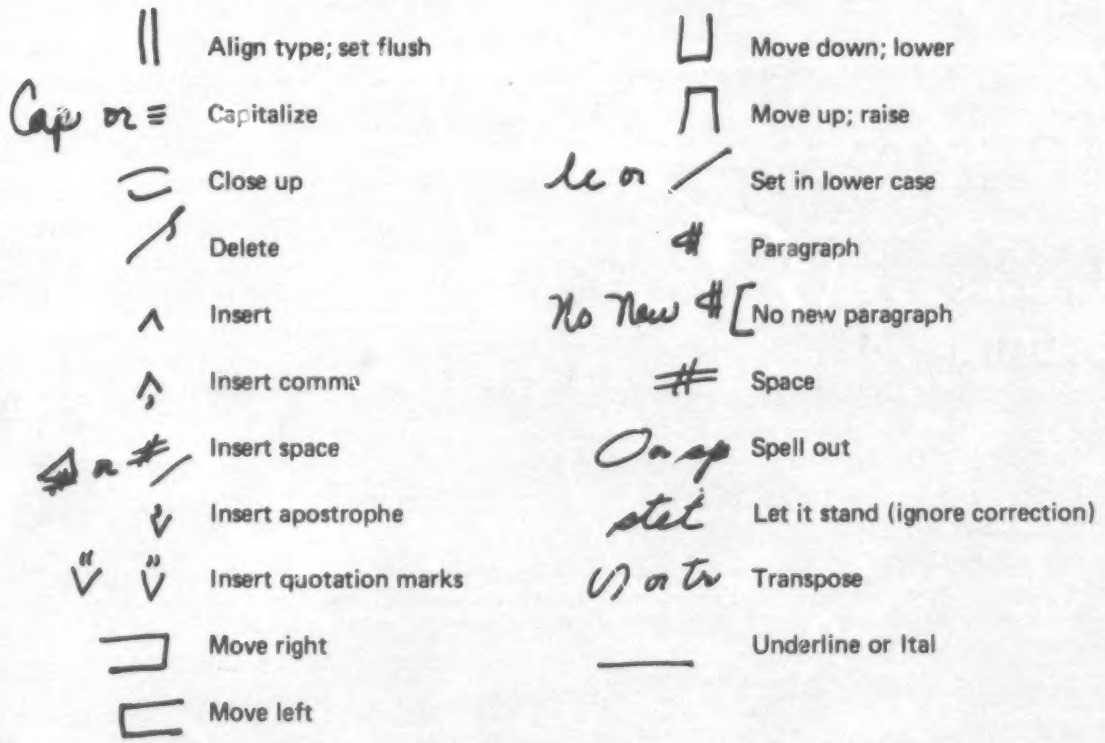
Style errors

Language and typing usage errors

All types of errors

Several of these illustrations (with errors indicated) are included here, but it should be remembered that this is only a sample.

CORRECTION SYMBOLS (PROOFREADERS' MARKS)



ACTIVITY: Ten minute timed writings from copy with errors.

Instructions: Students are to type from ten minute copy at rough draft speed, but editing material as they go if they catch errors. At the end of ten minutes, instruct the students to remove their papers from the typewriters, to revise copy and to pencil in the actual correction rather than circling errors. Then they should type again for ten minutes, this time from the typed copy which has been revised. The student should proofread final copy in the typewriter as each page is completed. At the end of the second ten minutes, check with the students the material which has been proofread, or give them a corrected copy to evaluate themselves, or have them work in teams to determine their proofreading/editing competency.

ACTIVITY: Transcription exercises recorded on media for machine transcription.

Instructions: Dictate drills from traditional shorthand textbook material. Require students to transcribe from dictated media. Especially give practice on similar words, synonyms, and words which are pronounced the same but have different meanings. Use the typed copy for proofreading drills. Original textbook copy will serve as the key for correcting the copy after proofreading.

ACTIVITY: Compose a report, edit, and type it from handwritten copy; then, proofread final copy.

Instructions: Pair students into learning teams. Each student is assigned a two-page report on "What Word Processing Means to Me" or "The Office of the Future" or any approved topic. The report is to be handwritten and brought to class. Team members exchange papers and type a rough draft, editing the material as they type. After the copy has been proofread by the typist, the copy is then returned to the originator for approval or correction, then returned to the typist for retyping. This procedure should continue until the originator approves the copy at which time it is given to the teacher.

ACTIVITY: Proofread sentences for incorrect words.

Instructions: Underline any incorrect words used in the sentences and write the correct word in the blank provided at the right. (If no correction is needed, leave the blank.)

1. The experience will not affect my feeling of security. _____
2. I read the add in the newspaper. ad
3. Mr. West is the American council in Israel. consul
4. The company's capital investment is over a million dollars. _____
5. Jane was mad with her sister. angry
6. They are willing to adopt the program to meet the needs of the students. adapt
7. It is the feeling of the administration that the students have to much freedom. too
8. It is the responsibility of the office manager to be sure that stationary is ordered. statio ıery
9. The right of confirmation is a very meaningful ceremony. rite
10. Mary past the entrance examination last month. passed

11. The manager of the company was a man of high principles. _____

12. Mr. Jones is the principle of the local high school. principal

13. The doctor's prescription affected a miraculous cure. effected

14. Mr. Barnes was a member of the city counsel. council

15. We are all ready to leave on the trip. _____

16. She has all ready finished the transcription. already

17. She walked farther today than yesterday. _____

18. Mike has gone further in his reading than Ray. _____

19. We can ship your order by May 1. _____

20. Can I leave early today? May

21. The members of FBLA adopted the resolution. _____

22. I will rite the letter today. write

23. Marc threw the ball to John. _____

24. Mary will be through with her paper by Friday. _____

25. The plane will arrive their at 10 a.m. there

26. Alice formally accepted the position when she signed the contract. _____

27. She will except the nomination happily. accept

28. Betty was formally a secretary in the law firm. formerly

29. She cited many interesting facts from the *Business Education Forum.* _____

30. The delegation wanted to descent peacefully. dissent

ACTIVITY: Proofreading exercise to develop better expression.

Instructions: The trend in business today is to say what needs to be said in the fewest possible words. Sentences should be brief and concise yet full enough to convey the message clearly. Think about the underscored words and phrases in the sentences below and write a single word that has the same meaning as the phrase or longer word.

1. I will call on you in the near future. soon
2. We do not have the information you requested at this time. now
3. Will you please discuss the matter with your salesperson after a while? later
4. Please give us your answer by April 15. reply
5. Type the answer in a few words. briefly
6. John almost never forgets a customer's name. rarely
7. In case you cannot attend the meeting, mail your report. If
8. I will look forward to working with you at this time. then
9. Please do not continue the delivery of my daily paper after May 31. stop
10. The office is located in the neighborhood of East Bay. near

Note: If students write words other than those suggested, you may give them credit if the words have the same meaning.

ACTIVITY: Proofreading exercise.

Instructions: Duplicate copies of the following letter with errors. Give a copy of the letter to each student. Allow 5 minutes for the students to proofread and circle errors. Ask (at the end of 5 minutes) if any students have found as many as 35 errors in the letter. Go over the letter and give the errors.

May 18, 19

Miss Sara jane Hawkins
4344 Danville Avenue
Pontiac, Michigan 480 53

Deer Miss Hawkins;

Here is a copy of The Word Processing Secretary which your requested.

The article represents the main theme of a talk give by James R. Stewart, ofice manger of our downtown division. Mr. stewart have an excellent background and a great deal of experience in the field of office work.

At the present time, we or able to send without charge three or fore copies of this article to large offices throughout the country. There is however, a charge of 10 cents a copy for orders of five or more copys.

I have just learned that recording tapes are being prepared on the problems of the word processing secretary, to be ready for distribution the first of the yera. Let my know if you are enterested on these taps.

We are hapy to be of servece to you an look forward to hearing from you again,

Sincerly your

John h. morrison
Asistant manger

KEY

May 18, 19

Miss Sara Jane Hawkins
4344 Danville Avenue
Pontiac, Michigan 48053

Dear Miss Hawkins:

Here is a copy of "The Word Processing Secretary" which you requested.

The article represents the main theme of a talk given by James R. Stewart, office manager of our downtown division. Mr. Stewart has an excellent background and a great deal of experience in the field of office work.

At the present time, we are able to send without charge three or four copies of this article to large offices throughout the country. There is, however, a charge of 10 cents a copy for orders of five or more copies.

I have just learned that recording tapes are being prepared on the problems of the word processing secretary, to be ready for distribution the first of the year. Let me know if you are interested in these tapes.

We are happy to be of service to you and look forward to hearing from you again.

Sincerely yours,

John H. Morrison
Assistant Manager

jc

Enclosure

STYLE ERRORS

May 18, 1978

Betty J. Anderson
Professor of Business Education
U. S. C.
Columbia, S C 29021

Dear Mrs. Anderson

Thank you for attending our recent Word Processing Seminar. Business people are keenly interested in ways to reduce cost and space requirements. We feel that the open landscape concept for the office offers a tangible means of doing this.

We would be pleased to have you come by to see our Word Processing Center. We are open from 9:00 a. m. to 6 p.m. Monday through Friday.

If additional information is desired or if you have questions, please feel free to contact our office.

Again, thank you for investing your time with us.

Sincerely,

John J. Jones
President

jc/JJ

TYPOGRAPHICAL ERRORS

As you enter high school you should begin thinking about youevential career. Whether you select busness or some other area, typwriting skill will prove valable to you. Should you select a business carer, the ability to type will be essential.

Your teachers and your guidence counselor can give you valuable information about the various kinds of jobs, specific work requirements, and the salary you may expect as a begine and the ultimate salary potential.

An excellent way to esplore career fields is to work after school and during the summer months.

36 AIDS TO SUCCESSFUL PROOFREADING . . .

How do you handle your proofreading chores? Are you one of those "oh–I–didn't–notice–that–mistake" people? Responsibility for content usually rests with the boss; responsibility for error-free copy rests with the person seated at the typewriter. If you find proofreading a distasteful part of your job, then here are three dozen assists to make the task, if not fun, at least more bearable.

The proofreading technique you use will be determined by the kind of typing assignment you have just completed. Is it a legal description of a plot of land or a memo to a department head down the hall? Have you just typed a letter which is to be reproduced 5,000 times for distribution at a conference or a set of notes for the boss' speech tonight? Maybe you have spent the past three weeks typing and retyping the annual departmental budget with its column upon column of million dollar figures. Now, you face the titanic task of being sure that every number is right.

Which of these documents warrant the attention of a pair of proofreaders? Which one can be given a quick scan before you say, "This is ready for your signature?"

Another concern is the amount of time available for proofreading. What is the company policy regarding error-free copy? How essential is accuracy in the opinion of your supervisor? What is your own feeling about mistakes? If you are anxious to improve your work but time is of the essence in your office try out some of these ideas, adapt them to your own circumstances and tastes, and feel happier in your job.

The aids are classified as follows: short narrative copy (letters, memos, etc.), long narratives (consisting of ten or more pages), technical material and statistical tables. A concluding section warns the unwary of a list of "boners" that can so easily trip up a typist, whether a rookie or an executive secretary. Some of the suggestions can be used for proofreading more than one kind of copy, as well as for other material that is not included in these classifications.

Here they are – *36 aids to successful proofreading:*

Short narrative copy (letters, memos, etc.)

1. Pay attention to dates. Do not assume they are correct just because you have typed the same date dozens of times. Checking spelling of months, even the correctness of the year, especially if other than the current year. During January, the typist's fingers and brain must undergo a retraining period; keep a watch on the results until the new habit has taken hold.

2. Do not overlook the name, address, subject or reference line, signature line, even the list of recipients of copies. Errors can sneak into these items as well as the body of the letter.

3. When you read the body of the letter, examine the ending and beginning of lines to be sure a little word like "that" or "and" has not been repeated.

4. Concentrate as you slowly read for typing errors. This is no place for speed-reading.

5. If you have copied from typed material and have ended each line at the same place, check your copy by laying it over the original and holding them up to a strong light. This procedure will reveal errors without the need for reading.

While you are typing, also notice whether lines are the same length as those on the original. If not investigate.

6. Personalized letters or memos which are identical except for names, addresses or short insertions can be proofread by carefully examining the personalized portions, and then applying suggestion 5 above.

7. Possibly you and another typist can arrange to proofread each other's material. However, this procedure must not be allowed to bottleneck your production schedule. Also, this won't work if either of you is sensitive about having another person find your mistakes.

36 AIDS TO SUCCESSFUL PROOFREADING . . .

(Continued)

8. In order to concentrate specifically on typographical errors, read backwards. Of course, this method will not reveal omissions or duplication of copy, and so must be followed by a second reading for content.

Long narratives (manuals or reports consisting of ten or more pages)

9. Make a style sheet. Some professional proofreaders use this technique to assure consistency throughout a manuscript relative to spelling of specialized terminology or jargon, unusual capitalization and punctuation, treatment of headings, format for outlines or tables, use of names and titles. Any items which are unique to your project can be jotted down on this style sheet.

Hint: Keep this sheet for use in later revisions of the manual or for production of additional manuals in a series.

10. When you are ready to proofread, do it in steps. For example, check all the headings and titles first. Have you consistently followed the style sheet?

11. Scan page numbers. Have any been missed or duplicated?

12. Read the body of the manual against the original, sentence by sentence. This is a tedious, slow task and can be speeded up if you know the material well enough to catch duplications, omissions and typing errors with a continuous, concentrated reading.

13. Make sure any references to other parts of the manual are correct. For example, "See page 6 for a similar list." Possibly in the final typing, that list moved to page 7 !

14. You may also be responsible for verifying title and page numbers of other reference material. If so, look up each item in the book referred to if at all possible.

15. When copying from a draft that has handwritten inserts, be sure none are overlooked.

16. If the draft from which you are typing has been written on scraps of paper (and how often this does happen), count the number of paragraphs in the draft and compare with the number in your typed copy, to be sure that you have all of them.

Technical material (such as codes, scientific data, etc.)

17. Two people, one reading aloud, the other checking copy may be needed to verify this kind of data.

18. If such an arrangement is not available, do your own proofreading, sentence by sentence.

19. If the draft is in typewritten form, lay a ruler under each line. This will help you keep your place on both the original and your copy. This technique also helps when the inevitable interruptions occur.

20. Outlines can best be proofread by breaking the task into components: check headings, then the mechanics (numbers, letters, indentations), and finally a continuous reading of each item against the original. You may also use suggestion 17 above.

Statistical tables, budgets, itemized data

21. Suggestion 17 above is the surest technique for verifying this kind of copy.

22. If you must do your own proofreading, the following method is helpful: If you have typed the columns by tabulating *across* the page, then proofread your copy *down* the columns. Do this by folding the original from top to bottom along the column, laying it next to the corresponding column of your copy. Then read item by item.

36 AIDS TO SUCCESSFUL PROOFREADING . . .

(Continued)

23. If columns were typed down the page, then proofread across the page, folding the original beneath each line and laying it under the corresponding line of typed entries, so that you can easily read the original against your copy.

24. Count the number of entries in each column, and compare with the number in your copy. If there is a difference, hunt down the culprit.

Watch for these boners!

25. Make the dictionary your best friend. Is it *privilege, privelege, or priviledge; gauge or guage; discresion or discretion; chief or cheif?* Never be embarrassed to look up a word, lest you be more embarrassed at an error in work you completed.

26. Watch closely for omissions of "ed" or terminal "s."

27. Study related words until you understand differences in their meaning and use: affect/effect, imply/infer, immigrate/emigrate, advice/advise, counsel/council/consul.

28. Mentally repeat syllables of long words containing many vowels: *evacuation, responsibilities, continuously, individual.* It is so easy to omit one.

29. Be careful of those double letters. *Supersede* is the only word in the English language ending in "-sede," and *succeed, proceed* and *exceed* are the only ones ending in "-ceed." All the others (*precede*, etc.) end in "-cede."

Double letters can so easily *embarrass* you, especially if the *occasion* to use *accommodation* or *occurrence* becomes *necessary.*

30. Silent letters also complicate a typist's life: *rhythm, rendezvous, malign.*

31. If punctuation causes you difficulties, check these marks after you have completed all other proofreading. Be careful not to omit a closing parenthesis or quotation mark.

32. Be consistent in the use of commas. If you have to read a sentence more than once to get its meaning, a comma may correct the problem. For want of a comma, the meaning may be lost.

Are apostrophes going out of style? So often they are omitted or used incorrectly. Use an apostrophe to show the omission of a letter in a contraction (isn't, won't) and to show possession (*Helen's* pencil, *Mr. Brown's* letter).

Refer to the dictionary to determine whether to use a compound word or a hyphenated word. If the word does not appear as either one in your dictionary, use a hyphen.

35. Be consistent in use of capital letters. Follow the practice established by your office if one has been set up. If not, make a style sheet of your own.

36. Interchanged words are so easy to overlook: their/there, were/where.

Warning: You probably will not remember all of these troublemakers, so keep your "best friend" on top of the desk.

There is one last suggestion — proofread tomorrow what you typed today. You are bound to find every error you made, especially after the document has crossed the boss' desk. Take it from one who knows!

Reprinted with permission from an article by Ruth H. Turner in the February, 1978 issue of *The Secretary,* published by the National Secretaries Association (International), Kansas City, Missouri.

WORDS OFTEN CONFUSED

Words often misused and -- -- sound alike words that have different meanings.

cease -- to stop

seize -- to capture

compliment -- to praise

complement -- to complete

eligible -- qualified

illegible -- difficult or impossible to read

finally -- at last, conclusively

finely -- excellently, closely, minutely

miner -- a worker in a mine

minor -- unimportant; a person not of legal age

advice -- (a noun) suggestions; counsel

advise -- (a verb) to give advice to; to counsel; to warn

our -- showing ownership

hour -- unit of time -- 60 minutes

whose -- a question of ownership

who's -- contraction for "who is"

therefore -- for that reason; because of that; to that end; consequently

therefor -- for that; for it; used in legal terminology only

ordinance -- an authoritative decree or direction; a local law or regulation enacted by a municipal government

ordnance -- military supplies; cannon; artillery

stationary -- permanently placed

stationery -- writing paper

right -- correct

rite -- ceremony

write -- to set down letters for others to read

WORDS OFTEN CONFUSED

(Continued)

past – a point in time

passed – to succeed or go by

lose – to misplace something unintentionally

loose – not attached well

its – shows possession or ownership

it's – the contraction for it is

consul – an official appointed by government to reside in a foreign country

council – an advisory or legislative body

counsel – to advise

capital – city, money

capitol – building

affect – (always a verb) to influence

effect – (noun or verb), result; to cause

ad – short for advertisement

add – to put together

all right – always two words

farther – a greater distance

further – a measure of degree or depth

mad – insanity

angry – upset or disgusted

can – to be able

may – to grant permission

to – connecting word

too – adverb meaning more; more than enough; also

two – the number

WORDS OFTEN CONFUSED

(Continued)

adapt – to change a person, condition, or thing

adopt – to accept totally without change

as – used in a positive comparison

so – used in a negative comparison

in – shows a position

into – shows action of entering

threw – to toss, past tense

through – a movement of position from one side to the other

their – showing ownership by two or more persons

there – a place

they're – a contraction for they are

formally – done in a required or socially appropriate fashion

formerly – in the past

accept – to acknowledge or receive

except – to exclude

addition – to add something to an existing thing

edition – a copy; production of material

coarse – rough

course – method of procedure; conduct or behavior

cite – to quote

sight – vision, view

decent – good, respectable

dissent – to disagree

descent – coming down from a higher place

WORDS OFTEN CONFUSED

(Continued)

incidents – happenings or events

incidence – rate of occurrence

personal – private

personnel – people employed by an organization

bare – empty or uncovered

bear – to tolerate

weather – climatic conditions

whether – used to introduce an indirect question or alternative condition

respectfully – with respect

respectively – relating to each in order given

your – possessive pronoun

you're – contraction for you are

brake – any device for slowing down or stopping

break – to tear apart suddenly and violently; to destroy or disable

deference – act of yielding to the wishes of another, courteous regard for another's wishes

difference – variation; dissimilarity; distinction, as in treatment; disagreement in opinion

legislator – a member of a legislative body; a lawgiver

legislature – the body of persons in a state invested with power to make, alter, and repeal laws

forth – forward; onward; out, as from concealment

fourth – a reference to the number 4 position

assistance – help; aid; support

assistants – ones who assist; helpers

fiscal – period of time

physical – pertaining to the body.

WORDS OFTEN MISSPELLED

accon.modate
professional
correspondence
writing
congratulate
calendar
convenience
receive
success
judgment
license
privilege
absence
separate
truly
until
acknowledgment
irrelevant
recede
tariff
announced
brochure
procedure
professor
succeed
sincerely
recommendation
contingent

guarantee
occurred
persistent
remittance
advisory
desperate
courteous
knowledge
grateful
omitted
similar
anxious
eager
exercise
miscellaneous
original
referred
bureau
environment
overdue
pamphlet
minimum
negotiate
salary
brilliant
subsequent
monetary
conscientious

genuine
recognized
equipped
extension
irritable
repetition
achieve
comparative
desirable
embarrassment
delinquency
repossession
collateral
alleviate
error
misapplied
secured
investigation
renewal
waiver
duplication
accrue
guarantee
intolerable
adequate
intricate
grammar
definite

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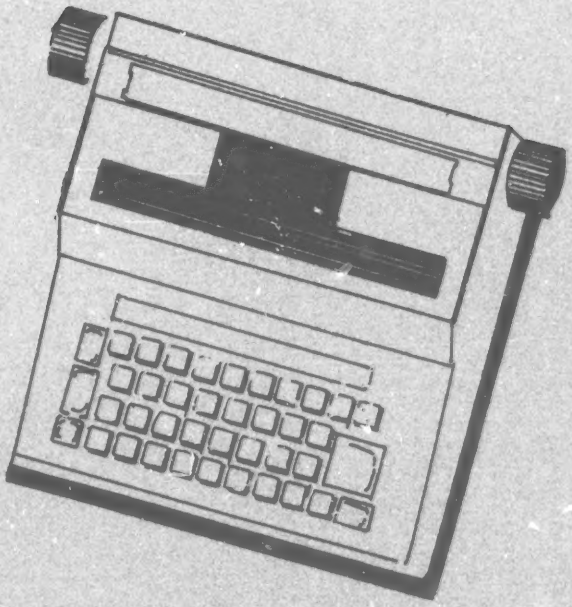
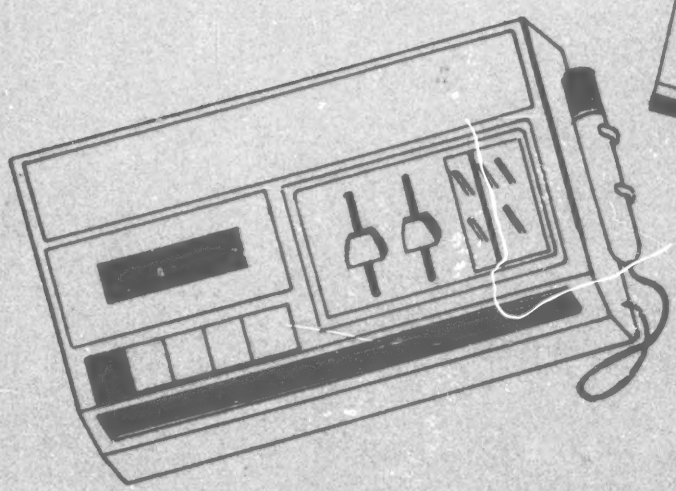




EQUIPMENT PROFICIENCY

CLUSTER IV: EQUIPMENT PROFICIENCY – KEYBOARDING, DICTATION, AND TRANSCRIPTION

1. Demonstrate correct and efficient operation of keyboarding equipment.

2. Demonstrate correct operation of transcribing equipment for the purpose of transcribing and dictation.

3. Organize and dictate business documents using acceptable dictation, pronunciation, and phrasing, providing special directions when appropriate.

The following suggested activities correlate with Competency 1, Cluster IV.

Competency 1: Demonstrate correct and efficient operation of keyboarding equipment.

ACTIVITY 1

Use the checklist on page 94 to ascertain student's ability in using an automatic typewriter. You may wish to delete some of the items on the list and add others. A copy of this list could be given to each student to use as an aid in learning to use the automatic typewriter.

ACTIVITY 2

This activity will allow the student to type into memory, correct typographical errors using the backspace method, center, underscore, and play back material from memory.

Have the student read the following directions and then type Problem 1 on page 95.

Instructions:

1. Use a half sheet of paper.
2. Double space.
3. Release the appropriate button to put the typewriter into memory.
4. Center and underscore the heading.
5. Make at least one error in each line. Use the backspace method to correct them.
6. Complete the problem.
7. Return to the beginning of memory.
8. Play back from memory.

ACTIVITY 3: Type and play back 2 repetitive letters with variables.

Instructions:

1. Type the letter exactly as shown in Problem 2 on page 95 putting in the appropriate STOP instructions.
2. Store the letter.
3. Recall the letter from storage.
4. Depress the proper button so that variable information will not go into memory.
5. Play back the letter typing in variables provided in Problems 3 and 4 on page 95.
6. Proofread variable information.

ACTIVITY 4: Type, store, and revise letter.

Instructions:

1. Type and store the letter exactly as shown in Problem 5 on page 96.

2. Recall the letter to memory.

3. Using the revision technique appropriate to your machine, make the corrections shown in Problem 6, page 97.

4. Play back the revised letter.

5. Proofread carefully.

6. Store the letter.

ACTIVITY 5:

Provide each student with printed, typewritten, handwritten and rough draft copy selected from an available typing book with the instructions to type these materials as rapidly as possible using judgment in their arrangement. Stress the fact that errors should be kept at a minimum; however, if they do occur simply backspace, x out, type correction and continue until job is completed. This activity is designed to be used with non-automatic typewriter.

Suggested problems are listed below.

Business letters,

Tables with columnar headings, grouped data, leaders and notes,

Reports such as business, financial, production; also those with tables, footnotes, and side headings.

Memorandums with and without tables,

Rough draft,

Production (reports, memo letters with and without tables),

Statistical copy,

Straight copy.

ACTIVITY 6:

Have the students retype the copy used in Activity 5 with instructions to correct all errors using appropriate method so that finished copy is usable. Stress the fact they are to use their judgment in determining appropriate correction method depending upon intended use for the finished product. You may wish to time this work.

AUTOMATIC TYPEWRITER CHECKLIST

S – Satisfactory U – Unsatisfactory N/A – Not Applicable

ITEM	S	U	N/A
Made typewriter adjustments			
Changed element			
Set dual pitch lever			
Set left margin stop			
Typed into memory			
Played back from memory			
Stored material			
Centered			
Underscored			
Cleared memory w/out storing			
Played back stored material			
Changed line length			
Added material			
Deleted Material			
Line returned			
Followed Special instructions			
Required backspace			
Underscored headings			
Advanced			
Performed STOP instructions			
Set manual tabs			
Typed without memory			
Changed ribbon			
Changed correction tape			

PROBLEM 1.

HUMAN RELATIONS

Human relations is being able to:

1. empathize with other people
2. communicate with peers, subordinates, and supervisors
3. deal with personality conflicts
4. cope with pressure situations
5. welcome constructive criticism as a valuable aid for improving work habits

---

PROBLEM 2.

Date _____ (1)

Inside Address (2)

Dear _____ (3):

Thank you for your letter of _____Date_____ (4), indicating interest in the services offered by Inst—a—Word and requesting a visit by one of our staff members.

Name of staff member (5) will be in touch with you to arrange an appointment.

We look forward to working with you and your company.

Sincerely,

Carolyn T. Spencer
President

PROBLEM 3.

(1) current date
(2) Mr. Scott J. Cox
East Columbia National Bank
Sumter Highway
Columbia, SC 29209
(3) Mr. Cox
(4) Five days before date of this letter
(5) Tanya DeLoache

PROBLEM 4.

(1) current date
(2) Mrs. Juanita L. Malloy
City of North Columbia
City Hall
North Columbia, SC 29200
(3) Mrs. Malloy
(4) Five days before date of this letter
(5) Mason Reese

INST-a-WORD

WORD PROCESSING CONSULTANTS COLUMBIA, S.C. 29200

PROBLEM 5.

April 11, 19--

Mr. J. B. Long
Long and Associates
809 Buzy Street
Columbia, SC 29200

Dear Mr. Long:

After much consideration, we have decided it would be in the best interest of our company to accept a contract with Long and Associates for the publication of our annual report.

Please prepare a contract for Mrs. Spencer's signature and contact her office for an appointment.

Sincerely,

J. T. Berry
Fiscal Director

INST-a-WORD

WORD PROCESSING CONSULTANTS COLUMBIA, S.C. 29200

PROBLEM 6

April 11, 19– –

Mr. J. B. Long
Long and Associates
809 Buzy Street
Columbia, SC 29200

Dear Mr. Long:

After much consideration, we have decided it would be in the best interest of Inst–a–Word to accept a contract with Long and Associates for the publication of our 1979 annual report.

Please prepare a contract for Mrs. Spencer's signature and contact her office for an appointment.

We look forward to working with you in the publication of this report.

Sincerely,

J. T. Berry
Finance Director

The following suggested activities correlate with Competency 2, Cluster IV.

Competency 2: Demonstrate correct operation of transcribing equipment for the purpose of transcribing and dictation.

ACTIVITY 1

Familiarize your students with the types of transcription and dictation machines in your classroom and those currently available on the market such as the portable units used by many executives when dictating away from the office; the standard units generally used in the office, and remote control systems generally used in word processing.

These activities can be accomplished through the use of lecture, films, equipment catalogues, and field trips. A visit to a word processing center would probably provide a visual experience of all the different methods.

ACTIVITY 2

Instructor demonstrates transcribing machines available emphasizing:

1. Preparing the machine for transcribing
   a. connecting earphones
   b. connecting foot pedal
   c. plugging in the machine
2. Inserting belt, disc, cassette tape, etc.
3. Proper use of the machine
   a. start
   b. stop
   c. backspace
   d. store
   e. volume control
   f. tuning control
   g. speed control
   h. tone control

ACTIVITY 3:

The checklist on page 99 can be used both by the student and teacher in assessing transcription machine readiness.

TRANSCRIPTION MACHINE CHECKLIST

S – Satisfactory U – Unsatisfactory N/A – Not Applicable

	S	U	N/A
PREPARING MACHINE			
Connected earphones			
Connected foot pedal			
Plugged in machine			
INSERTING			
Inserted belt			
Inserted disc			
Inserted cassette tape			
Inserted index slip			
USING THE MACHINE			
Started the unit			
Put on headset			
Adjusted volume control to comfortable level			
Adjusted tuning control for clarity			
Adjusted tone control			
Applied pressure on foot pedal to start			
Applied pressure on foot pedal to back-up			
Released pressure on foot pedal to stop			
Adjusted speed control			
PUTTING MACHINE AWAY			
Replaced headset to proper place			
Removed belt, disc, tape properly			
Removed index slip			
Turned unit off			

ACTIVITY 4:

Have students transcribe professionally recorded data stressing:

1. listening to corrections and special instructions *before* transcribing.
2. understand the dictation before typing to avoid grammatical, punctuation, and spelling errors.
3. stay one phrase ahead of typing.
4. listen carefully, especially to word endings.
5. proofread carefully before removing copy from typewriter.
6. mailability.

ACTIVITY 5

Transcription from student dictation emphasizing utilization of good English skills.

ACTIVITY 6

This activity stresses production in producing rough draft copy when an automatic typewriter is not available for use.

Provide prerecorded dictation. Stress the fact that the finished copy is really a rough draft copy and would be stored until returned by the initiator for completion. Emphasize that the student is to transcribe as fast as possible x-ing out the errors. Point out that the corrections made by the dictator should not be grammar, punctuation, spelling nor format—only word changes as it is the transcriber's responsibility to see that these types of things are correct when work is returned to the initiator.

ACTIVITY 7:

The checklist on page 101 may be used both by the student and teacher in assessing ability in the operation of a dictation machine.

CHECKLIST FOR OPERATION OF DICTATING MACHINE

S – Satisfactory U – Unsatisfactory N/A – Not Applicable

	S	U	N/A
PREPARING MACHINE			
Inserted correct belt, disc, cassette tape			
Inserted Index slip			
Tested microphone			
OPERATING MACHINE			
Started unit			
Used correct button to start dictation			
Used correct button to stop dictation			
Backspaced to repeat words			
Indicated corrections			
Used appropriate method to pause during dictation			
PUTTING MACHINE AWAY			
Replaced microphone to proper place			
Removed belt, disc, tape properly			
Removed index slip			
Turned unit off			

The following suggested activities correlate with Competency 3, Cluster IV.

Competency 3: Organize and dictate business documents using acceptable dictation, pronunciation, and phrasing, providing special directions when appropriate.

ACTIVITY 1:

Discuss with your students the importance of getting ready to dictate. Suggested points to be included in your discussion are:

1. Make sure you know how to compose a good message.
2. Make sure you know how to operate your dictation machine before beginning.
3. Prepare in advance what you're going to say. You may need an outline.
4. Plan your time so that you can dictate without any interruptions. This means to make sure you have all the information you need in front of you when you begin.
5. Speak clearly at a normal rate.
6. Dictate capitalization, punctuation, paragraphing, and difficult spellings.
7. Make necessary corrections. There should not be too many if you planned in advance.
8. Turn the recorder off if you are interrupted.
9. Provide the transcriber with all the needed information for transcribing your dictation.
10. Thank the transcriber.

ACTIVITY 2:

Checklist on page 103 which can be used by both teacher and student in assessing a student's dictating procedure.

ACTIVITY 3:

Invite a guest speaker to talk with your class about good dictating procedures, problems which may be encountered, and helpful hints to aid in producing good dictation.

ACTIVITY 4:

Have students compose and dictate material from data you provide. Allow different students to transcribe the dictated material in appropriate format. Some suggestions for the dictation are listed below.

1. Letter to a hotel reserving a double room. Be sure to include information about arrival or departure time. Ask for a written confirmation.
2. Letter to place the following advertisement in a local newspaper.

   WANTED – Accountant. Traveling.
   Good opportunity for ambitious,
   hard-working individual.
   Reply to P. O. Box 133.

3. Write a memorandum to all staff members advising them of a meeting on Wednesday of next week.

CHECKLIST FOR DICTATING PROCEDURE

S – Satisfactory U – Unsatisfactory N/A – Not Applicable

	S	U	N/A
Identified self			
Stated priority of job			
Explained type of dictation			
Gave special instructions			
Indicated number of carbon copies			
Spelled out difficult names			
Used phonetic alphabet			
Specified capitalization			
Dictated paragraphs			
Dictated punctuation			
Spoke in normal tone			
Spoke at normal rate			
Spoke clearly with nothing in mouth			
Ended dictation with necessary information			
about:			
dictator's title			
enclosure			
copy distribution			
Deferred directions			
Thanked the transcriber			

ACTIVITY 5:

Read the article on page 105 entitled "Teaching Future Secretaries How to Dictate," by Mona J. Casady, before doing Activity 6. You may wish to discuss the points covered in this article with the class as well as provide them with copies of the phonetic alphabet used by telephone operators.

ACTIVITY 6:

Have one student dictate the letter below which uses the phonetic alphabet and another student transcribe it in mailable form and return it to the dictator for his/her signature. (A sample piece of letterhead stationery is on page 109.)

BUSINESS LETTER USING PHONETIC ALPHABET – PROBLEM 7.

Begin dictation.

This is Mason Reese dictating a BUSINESS LETTER.

Please transcribe the letter on letterhead stationery in FINAL COPY form and prepare ONE additional carbon copy.

The letter is to:

Mrs. Lisa Dasher *(spelled David – A – S – H – E – R)*
East Columbia High School
P. O. Box 1126
Columbia, SC 29230

Dear Mrs. Dasher:

Thank you for your letter of July 1[illegible] advising me of the Summer In-Service meeting scheduled for July 17. The topics all sound very interesting. I would like very much to attend; however, I have a conflict and will be unable to do so.

Paragraph Please thank Mrs. Mathews *(spelled M – A – Thomas – Henry – E – W – S)* for recommending me.

Sincerely yours,

Mason Reese
Comptroller *(spelled C – O – Mary – Peter – Thomas – R – O – Lewis – Lewis – E – R)*

The carbon copy is for my file.

End of dictation. Thank you.

TEACHING FUTURE SECRETARIES HOW TO DICTATE

Why should the administrative or executive secretary know how to dictate? Why should secretarial students be trained to dictate correspondence?

First, research proves that word origination by machine dictation is faster than dictation to a stenographer or longhand composition. On the transcription side, the production rate is faster when the secretary transcribes from machine dictation than from either shorthand notes or longhand copy.

Second, the need for improved teamwork between the secretarial staff and the management side is increasing. Time management studies report that many executives are so bogged down performing "trivia" activities that less than 10 percent of their time is devoted to creativity and planning—the primary function of their jobs. A well-trained secretary can dictate routine correspondence, thereby relieving the executive of these daily activities.

Third, the cost of correspondence has mounted to $4.50 to $9.00+ for the average business letter. The cost depends on the method of word origination, the method of transcription, the type of equipment used, and the organization of secretarial services. While material and overhead costs are part of the amount, labor costs contribute at least 90 percent of letter-writing costs. The executive earning $20,000 a year is being paid $10.25 an hour; the secretary earning $8,000 a year is being paid $4.10 an hour. For every letter the secretary dictates, the company is saving about $2.00.

DEVELOPING A SYSTEM AND PROCEDURES

The progressive office develops an effective *system* of dictation and transcription; then *procedures* are carefully outlined in procedures manuals for the dictators (authors, word originators) and for the transcribers. Next, provision is made for *training*. To review and to seek ways to improve the system, *evaluation* is continually conducted.

Since most correspondence originates from the incoming mail, the secretarial student needs to learn how to sort the mail and prepare it for dictated replies. Note these steps:

1. Open the mail, check for return address, and scan each item for content.

2. Sort the mail into appropriate categories: professional magazines; advertisement brochures; letters requiring processing but not a reply—such as announcements of meetings, reminders of appointments, invoices; and letters requiring a written reply.

3. The letters requiring a written reply should be divided into two parts—those the secretary could dictate and those which only the executive could originate.

4. For each of the two groups identified in No. 3 requiring a dictated response, the secretary should annotate the letter: identify the subject, underscore comments requiring action/response, provide appropriate file/account numbers, etc.

5. The group of letters requiring the executive's individual attention would be placed in the top priority folder and placed on the desk with the other categories of mail. The group of letters that the secretary can answer for the executive are ready for dictation.

TEACHING DICTATION PROCEDURES

In teaching secretarial students how to dictate, there are three areas of instruction: (1) learning to compose effective letters, (2) learning to operate the dictation equipment, and (3) learning to dictate properly. This article will deal only with the last area—learning to dictate properly.

In preparing to dictate, the secretary should organize all thoughts and review basic

courtesies of dictation:

1. *Organize your thoughts.*

   (a) Select a quiet location.
   (b) Schedule dictation early in the day.
   (c) Try to prevent interruptions while dictating.
   (d) Decide the purpose of the communication.
   (e) Select points to meet your objective.
   (f) Gather appropriate reference material.
   (g) Briefly outline points in sequence.
   (h) Develop ideas into paragraphs.
   (i) Visualize your reader.

2. *Speak properly and practice courtesy.*

   (a) Use your normal conversational tone.
   (b) When reading material, speak at normal rate.
   (c) Avoid mumbling, smoking, chewing gum, or pencil.
   (d) Use appropriate inflections and pauses.
   (e) Enunciate clearly—plural endings, tenses, similar sounds (m & n; p & b; b & d).
   (f) If interrupted during dictation, release the talk button.
   (g) Compliment the transcriber for good work.
   (h) Encourage transcriber to ask questions about items that are not clear.
   (i) Welcome suggestions for improved dictation.

The following dictation procedures would be outlined in the dictation procedures manual with illustrations of format, letter and memorandum styles, document retention guides, and turnaround schedule (handling priorities).

PROCEDURES FOR AUTHORS/WORD ORIGINATORS

1. Address the transcriber as "secretary."

2. Identify yourself—giving name and department.

3. Specify document—business letter, personal business letter, memorandum, report, manuscript.

   Company letterhead will be used for business letters and memorandums. Plain paper will be used for personal business letters and reports. The letter style designated by your department will be used.

4. Request number of copies needed beyond the one copy for the office file.

5. Indicate whether you want document in final copy or in rough draft form.

   For final copy, letters and memorandums will be single spaced; reports and manuscripts will be double spaced. For rough draft items, all copy will be double spaced.

6. Unless otherwise specified, the current date will be typed and an envelope will be addressed for each letter.

7. During dictation:

   (a) Spell out proper names and unusual terms using the phonetic alphabet used by telephone operators:

A Alice	J James	S Samuel
B Bertha	K Kate	T Thomas
C Charles	L Lewis	U Utah
D David	M Mary	V Victor
E Edward	N Nellie	W William
F Frank	O Oliver	X X-ray
G George	P Peter	Y Young
H Henry	Q Quaker	Z Zebra
I Ida	R Robert	

   (b) Specify capitalization by "ALL CAPS" or "Initial Cap" *before* the word(s).
   (c) Use voice inflection to indicate commas, periods, and question marks.
   (d) Dictate "paragraph" at the start of a new paragraph.
   (e) Dictate unusual punctuation—parenthesis, underscoring, semicolon, colon, dash, quotes, exclamation point.

(f) For simple tabulation (2 or 3 columns) specify number of columns and number of entries. Complicated format (more than 3 columns) should be delivered to the transcriber.

8. Give closing instructions:

(a) The name to appear in signature (women should include preferred title)
(b) Business title/department of sender
(c) For a personal business letter, give address of sender
(d) Enclosure(s)
(e) Copy distribution—names of those to receive copies (other than copy retained for office file)
(f) Any corrections not previously given
(g) Specify "end of dictation" or "end of letter"
(h) Say "thank you" to the transcriber (secretary).

9. Upon receiving transcribed copy:

(a) Proofread the transcribed document carefully.
(b) If correct, place on executive's desk for signature and attach enclosures.
(c) If not correct, use proofreader's marks for making corrections and return document to transcriber for revision.

Here is an example of a dictated item that includes both the dictator's instructions as well as the content of the letter:

Secretary, this is Irene Francka dictating a BUSINESS LETTER for Maxine Short, Personnel Department

Please transcribe the letter in FINAL COPY form and prepare ONE additional carbon copy.

The letter is to:

Mr. Kenneth Horn *(spelled H – O – R – N as in Nellie)*
Maddox *(spelled Mary – A – David – David – O – X)* Industries
3948 West High Street L
Lee *(spelled L – E – E)*, Illinois 60530

Dear Mr. Horn

Thank you for your letter recommending Rex Ebrite *(spelled E – B as in Bertha – R – I – T – E)* for the position of office manager in our firm. Several other people to whom we had written have confirmed your high opinion of him. We have not yet reached a final decision, but I can say that we are considering Mr. Ebrite very favorably.

Paragraph We appreciate your thoughtfulness in taking time to write us. Whenever we can return your kindness, please call on us.

Sincerely yours

Mrs. Maxine Short *(spelled S – H – O – R – T as in Thomas)*
Personnel Director

A carbon copy will go to Lois Garrett (spelled George – Alice – Robert – Robert – Edward – Thomas – Thomas).

End of dictation. Thank you, secretary.

To assist the secretary in improving dictation techniques, the transcriber should provide helpful comments by filling out a form similar to the following:

HELPFUL COMMENTS FOR IMPROVED DICTATION

TO _____ DATE _____ FROM _____

Difficulty was encountered in transcribing your dictation for these reasons:

_____ Dictated before belt–tape was in motion or leader had advanced

_____ Dictated beyond end of belt/tape

_____ SPEED: Dictated too fast _____; dictated too slow _____.

_____ LOUDNESS: Voice too loud _____; voice too low _____.

_____ CLEARNESS: Enunciation was not clear; dictation indistinct.

_____ QUALITY OF RECORDING was not good; machine should be checked: _____.

_____ IDENTIFICATION (author's name and/or department) incomplete

_____ TYPE OF DOCUMENT (business letter, personal business letter, memo, report, manuscript) was not given

_____ FINAL COPY or ROUGH DRAFT form was not given

_____ NUMBER OF COPIES was not given or was given too late in the dictation

_____ PROPER NAMES OR UNUSUAL WORDS were not spelled out: _____

_____

_____ SPELLING OF NAME AND ADDRESS needs to be checked: _____

_____

_____ SIMILAR NUMBERS or LETTERS or WORDS were not distinguished

_____ GRAMMAR needed to be corrected: _____

_____ PARAGRAPHS were not indicated

_____ PUNCTUATION (comma, period, question mark) was not clear from context of dictation

_____ SPECIAL PUNCTUATION (quotation marks, semicolon, colon, exclamation point, dash) was not given

_____ TABULATION to be inserted was not indicated or was not clear

_____ WOMAN'S PREFERRED TITLE was not given

_____ AUTHOR'S ADDRESS was not given for personal business letter

_____ ENCLOSURES were not dictated

_____ SPECIAL INSTRUCTIONS ON COPY LAYOUT were not given (were inadequate)

_____ END OF LETTER/DICTATION was not given

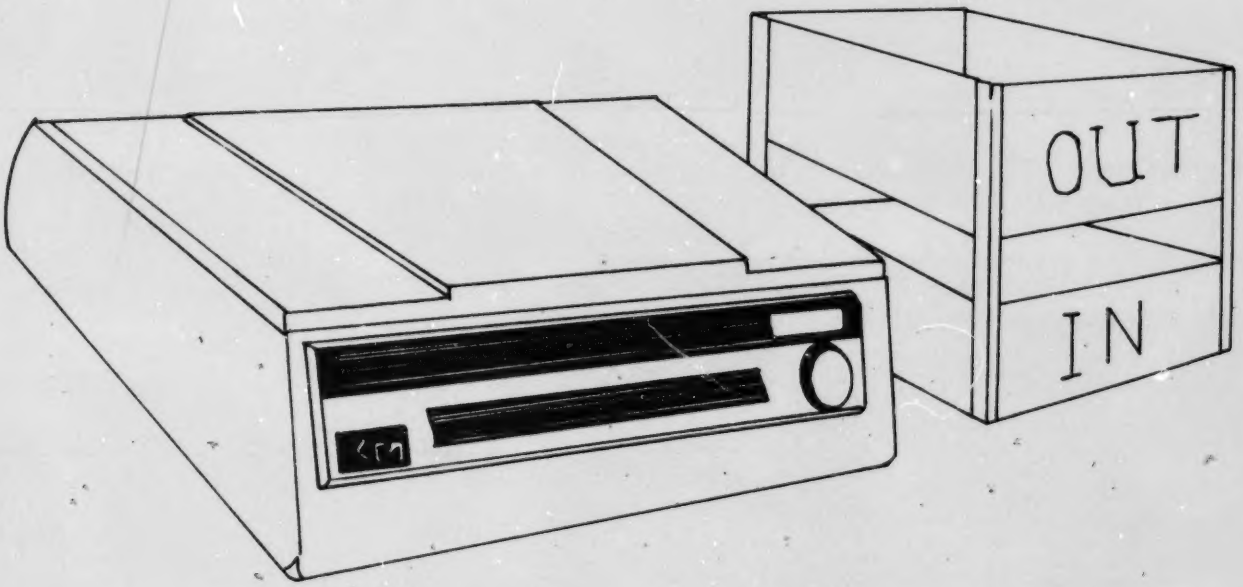
_____ OTHER: _____

Secretaries who can dictate replies for executives will prove their ability to accept more responsibilities in the office and will no doubt be asked to take over some original correspondence in addition to the routine correspondence generated by the mail. Successful performance in this area will reflect the potential for promotion to an administrative position. Yes, providing dictation instruction for executive secretarial students will certainly influence and open career paths for them.

Reprinted with the permission of Mona J. Casady, an associate professor in the Department of Office Administration and Business Education at Southwest Missouri State University, Springfield, from the *Business Education Forum*, March, 1978, p. 17-19.

INST-a-WORD

WORD PROCESSING CONSULTANTS COLUMBIA, S.C. 29200



REPROGRAPHICS, RECORDS MANAGEMENT, AND DISSEMINATION

CLUSTER V: REPROGRAPHICS, RECORDS MANAGEMENT AND DISSEMINATION

1. Select the appropriate copying method and operate equipment to produce quality copy
2. Make effective decisions relative to company's overall record retention plan
3. Demonstrate the ability to use a filing system
4. Establish a personal work area filing system and be able to quickly retrieve requested information
5. Use and interpret word processing center coding system
6. Efficiently process incoming mail
7. Determine appropriate dissemination procedures for correspondence

The following suggested activities correlate with Competency 1, Cluster V.

Competency 1: Select the appropriate copying method and operate equipment to produce quality copy.

ACTIVITY 1.

Have the student read the following information and then answer the questions.

CHOOSING THE BEST METHOD

The copy method chosen is based on five major factors: (1) methods of reproduction available, (2) worker's experience, (3) worker's knowledge, (4) material to be copied, and (5) use of copy. With this in mind, read the following facts about the different methods of copying material.

OFFICE COPIER:

Good for producing a few copies in a hurry.
Use for doing exact copies of material.
Can be expensive.
Generally used to produce black and white copies.
Provides quality copy.
May be used to produce masters for spirit and stencil duplicators.
May be used to produce transparencies for overhead projectors.
Easy to operate.

SPIRIT DUPLICATING:

Must first prepare master of material.
Can make up to 300 clean sharp copies from master.
Usually used for runs of 15 to 75 copies.
Color generally purple, but other colors are available.
May write, draw, type on master.
If looking for high-quality looking copy, you would probably select another method.
Generally used for inhouse purposes, i.e., work which is not to leave the office.
It is economical.
Simple and fast.
Master may be saved and used more than once.
Easy to operate.

OFFSET DUPLICATOR:

Use when many thousands of copies are needed.
Use when photographs need to be reproduced.
Use to produce letterhead stationery, catalogs, etc.
You would probably prepare the master but not run it off as the process is a little more complicated than other methods.

STENCIL DUPLICATOR:

Copies are clear.
Easy to read.
Quality of copy superior to spirit-duplicated copy.
Can run from 12 to several thousand copies with last copy being as clear as first copy.
Reasonably inexpensive when large quantities are run.
Cost higher than spirit duplicating but less than office copier.
Easy to operate.

AUTOMATIC TYPEWRITER:

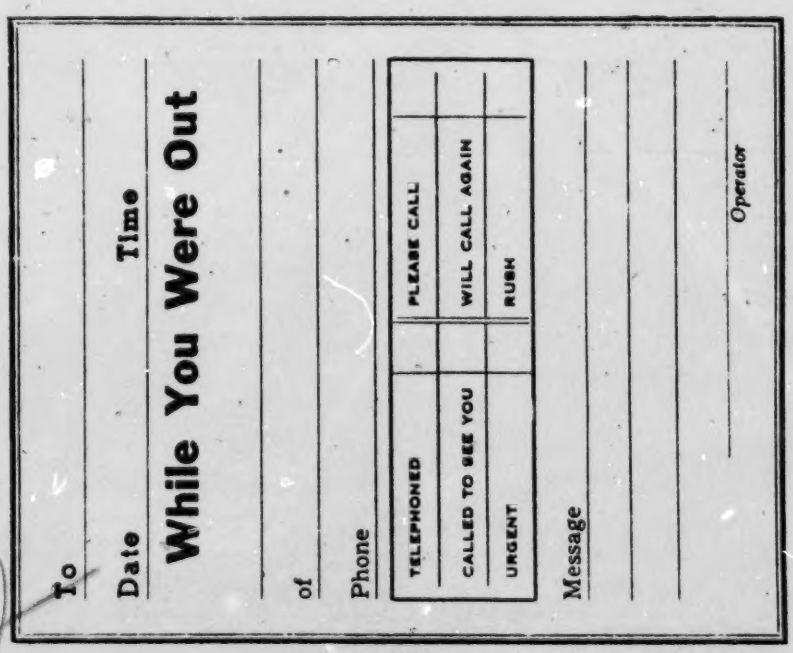
Used for form information that appears as if it were individually typed.
Produced on automatic typewriter from master tape or record.
Used when 15 to 250 copies are needed with typist supplying personalized information.
Easy to operate.

You have the following work to do and must decide which method of reproduction is best. Record your answer on the answer sheet with a short explanation of why you chose the method you did.

1. You have just finished typing a letter with three carbon copies. It has been signed, folded and placed in the envelope. You are getting ready to seal them when you remember one more person who should receive a copy of this letter. What method of reproduction will you use?

2. A form letter to 50 customers telling them of our new service. We want the letters to look personal—not like a form letter. What method of reproduction will you use?

3. You must duplicate copies of the form below. You want to set it up so you will have four copies on a sheet of 8½ by 11 paper. This form will be used within the office. We will need 2,000 copies. What method of reproduction will you use?



4. An interoffice memorandum to all staff members advising them of a meeting. What method of reproduction will you use?

5. A letter to 400 prospective clients. This letter must look personalized, have a colored photograph of our main office in Columbia and be on letterhead stationery. What method of reproduction will you use?

6. 800 copies of a form to be used by the supervisor of the Correspondence Division. What method of reproduction will you use?

APPROPRIATE COPYING METHOD		
QUESTION	METHOD	EXPLANATION
1	office copier	need one copy in a hurry
2	automatic typewriter	gives personalized look to form letter
3	offset	need 2,000 copies
4	spirit duplicating	few copies and inhouse use
5	offset and automatic typewriter	offset for picture and letterhead. Automatic typewriter for personalized effect.
6	stencil duplicator	inhouse use; large number wanted

For each of the problems, you have chosen one of the following methods.

Office Copier
Stencil Duplicator
Automatic Typewriter
Spirit Duplicating
Offset Duplicator

The following suggested activities correlate with Competency 3, Cluster V.

Competency 3: Demonstrate the ability to use a filing system.

ACTIVITY 1.

Select a filing unit from a textbook such as *Applied Secretarial Procedures,* seventh edition by Frieds, Rowe, Travis, Blockhus, or its equal, which you feel adequately covers organizing and maintaining a filing system. Use the material in this unit for lecturing purposes. Then assign all or any portion of the activities at the end of the chapter.

ACTIVITY 2.

Have students complete a professionally prepared filing practice set such as those distributed by South–Western Publishing Company, Gregg Division, McGraw–Hill Book Company, or another publishing company.

ACTIVITY 3.

You are in charge of the filing department for Huston Company. It is the Company's policy that all information is kept confidential. The files are locked when not in use. You are dating a "neat" individual who happens to work for a competitor. You really like this person. One evening when you are out for a date, a question is raised by your date regarding a very important client of Huston Company. You know the answer. On a sheet of paper, write what you should do in this situation.

Note: Answers will vary. However, students should indicate that confidentiality must be maintained.

The following suggested activities correlate with Competency 6, Cluster V.

Competency 6: Efficiently process incoming mail.

ACTIVITY 1.

Discuss with the class the importance of efficiently processing incoming mail. Stress the fact that the size of the office often determines how mail is processed. Items which you might include in the discussion are:

1. When is incoming mail likely to be opened by hand?

   By machine?

2. Should all office workers be familiar with the method of processing mail? If so, why? If not, why?

3. What mail should not be opened?

4. What mail should be opened?

5. What do you do if an enclosure is missing?

6. Should the mail be dated? If so, why? If not, why?

7. Is a routing slip desirable?

ACTIVITY 2.

Familiarize your students with an automatic envelope opener as well as a hand-operated letter opener or a paper knife. If this equipment is not available in your classroom, use pictures.

ACTIVITY 3.

Collect letters, preferably with enclosures and envelopes. Allow students to process this mail.

ACTIVITY 4.

Collect letters, preferably with enclosures and envelopes. Select from this collection one piece of mail at random. Either allow a student to volunteer or choose a student to demonstrate, before the class, the correct procedure for processing it.

ACTIVITY 5.

Checklist to be used in assessing a student's ability in processing incoming mail. This checklist is found on pages 118-119.

ACTIVITY 6.

Plan a field trip to a large company where all the mail is processed in the Mail Room.

ACTIVITY 7.

Plan a field trip to a company where the processing of incoming mail is handled by an administrative secretary.

ACTIVITY 8.

Invite a speaker to talk with your class about the importance of having the mail efficiently processed, and the method used in her/his office.

ACTIVITY 9.

Have each student develop a manual for processing incoming mail.

ACTIVITY 10.

Have each student develop a flow chart for processing incoming mail.

ACTIVITY 11.

Have each student prepare a Routing Slip for a fictitious company.

ACTIVITY 12.

Familiarize students with the different methods of dating incoming mail. If you do not have the equipment available in your classroom, use pictures.

CHECKLIST FOR PROCESSING MAIL

S – Satisfactory U – Unsatisfactory N/A – Not Applicable

	S	U	N/A
SORTED			
Special delivery			
Registered			
Insured			
Certified Mail			
Air Mail			
First Class			
Interoffice			
Bulk (newspaper, catalogs, etc.)			
SEPARATED MAIL			
Personal			
Individuals and/or departments			
OPENED AND READ appropriate mail			
to determine correct routing			
Removed everything from envelopes			
Noted and initialed on face of letters when			
missing enclosure			
Discarded envelope when return address was			
shown on letter			

CHECKLIST FOR PROCESS'NG MAIL

(Continued)

S – Satisfactory U – Unsatisfactory N/A – Not Applicable

	S	U	N/A
STAPLED ENVELOPE TO LETTER			
Letterhead address different from			
envelope			
Typed or handwritten signature			
missing from letter			
Postmark date very different from			
date on letter			
Class other than first or bulk			
Stamped date			

The following suggested activities correlate with Competency 7, Cluster V.

Competency 7: Determine appropriate dissemination procedures for correspondence.

ACTIVITY 1.

You work for the home office of American Express Company in the Traveler's Cheque Division. You need to transfer a signature for verification by computer to a branch office in another part of the world. Which method of dissemination would you select and why?

_____ U. S. Post Office

_____ Private Carrier

_____ Western Union

__X__ Electronic Mail

Why: *(1) provides facsimile copy of signature, (2) can be transmitted in matter of minutes, (3) dependable, (4) reliable, (5) saves money, (6) saves time because personnel soon free to perform other tasks.*

ACTIVITY 2.

Joe works for State Electric Incorporated. Today a good customer ordered 125 electrical components. Joe only has 50 in stock. Joe knows that unless he can respond quickly, the customer will give the order to another distributor. What method should he use and why?

_____ U. S. Post Office

_____ Private Carrier

_____ Western Union

__X__ Electronic Mail

Why: *Joe needs to talk with his supplier in a hurry so that he can respond to his customer's order for 125 electrical components.*

ACTIVITY 3.

Contact your local post office for information regarding general classes of mail and special postal services. Many of these publications will be furnished in bulk and can be distributed to the students.

ACTIVITY 4.

Contact the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. for other available publications.

ACTIVITY 5.

Visit the local post office to allow students to inspect methods used in processing mail.

ACTIVITY 6.

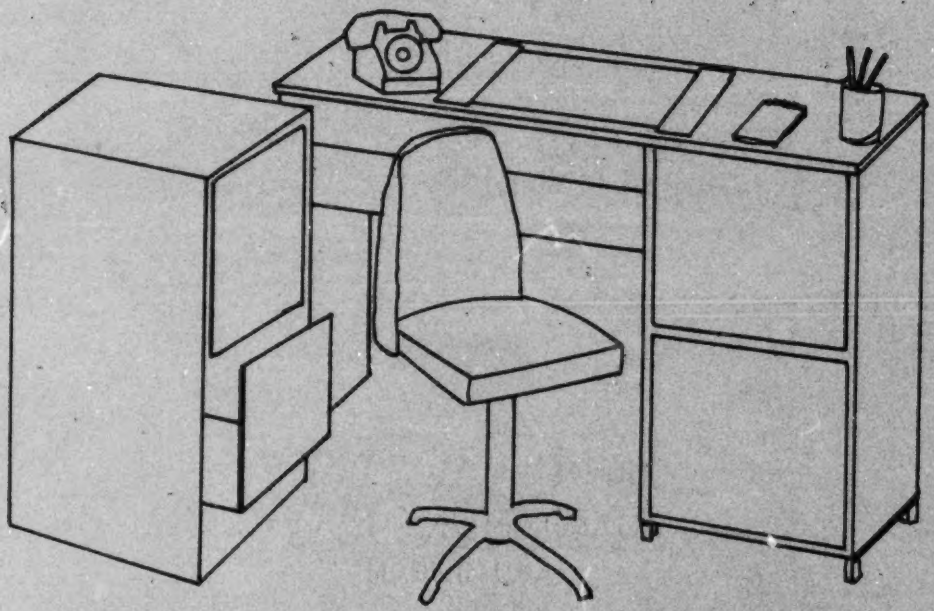
Using a piece of poster board, allow each student to prepare a bulletin board on one of the following methods used in dissemination of correspondence.

1. U. S. Post Office
2. Private Carrier
3. Western Union
4. Electronic Mail

ACTIVITY 7.

Assign a two-page typed report on the advantages and disadvantages in using the following procedures for dissemination of correspondence.

1. *U. S. Postal Service* – general classes of mail and special postal services. (Papers should include first class mail, airmail, priority mail, second class, third class, fourth class and international mail under general classes. Special postal services should include special delivery, special handling, registered mail, certified mail, insured mail, return receipt, COD mailing.)
2. *Private Carriers.* (Answer should include Express, Air Express, Bus Express.)
3. *Western Union.* (Answers should include Telex, TWX, Mailgrams.)
4. *Electronic Mail* (Answers should indicate it is a viable alternative to the U. S. Postal Service. Messages arrive in hours, not days. Facsimile copy.)



GENERAL CLERICAL SKILLS

CLUSTER VI: GENERAL CLERICAL SKILLS

1. Organize and manage a work station
2. Understand production measurement and work standards and maintain a consistently high volume of production
3. Prioritize tasks appropriately, manage time effectively and productively, and make skillful work-related decisions
4. Assist other employees with work overflow
5. Demonstrate initiative in solving problems and suggesting improvements in procedures for work simplification
6. Use a variety of sources and reference manuals in compiling information

The following suggested activity correlates with Competency 1, Cluster VI.

Competency: Organize and manage a work station.

Equipment and Supplies: Any equipment and supplies you have available such as files, typewriter, stationery, telephone, desk, chair, copy and duplicating equipment, letter trays, movable partitions, etc.

ACTIVITY 1.

Advise the student that he/she has just been hired to work as an administrative secretary for Inst--a--Word and will be working with three principals. With this in mind, the student is to arrange a work station in an effective and efficient manner. Also, the work station is to be pleasant to the eye. The student must be able to justify his/her placement of the items.

Checklist: Use the following checklist as an aid in determining whether or not the student is capable of organizing a work station. Some of the items may not be applicable to your situation or you may need to add items to the list.

WORKSTATION CHECKLIST

		Yes	No
Desk	placed where it will have benefit of best available lighting		
	exterior organized		
	interior organized		
Typewriter	within easy access of typist		
Typing Supplies	stationery		
	carbon paper		
	correction paper, fluid or eraser		
	envelopes		
	labels		
	supplies placed within easy access of typist		
	supplies placed in orderly manner		
Telephone	message pad nearby		
	within easy access		
Files	within close proximity of desk		
Copy and Duplicating Equipment	within easy access		
Supplies for Copy and Duplicating Equipment	located as near to the machine as space would permit		
	placed in orderly manner		
Mail	provisions for incoming mail		
	provisions for outgoing mail		
Correspondence	method for keeping up with untyped materials		
	method for keeping up with typed materials not yet returned		

The following suggested activity correlates with Competency 3, Cluster VI.

Competency: Prioritize tasks appropriately, manage time effectively and productively, and make skillful work-related decisions.

ACTIVITY 1.

You are employed by Inst—a—Word as an Administrative Secretary for the five member executive staff. you do no routine typing tasks. You handle administrative duties which include planning meetings and conferences, making travel arrangements, researching information, analyzing data, maintaining calendars, dictating correspondence, and solving minor problems.

On the following pages are tasks which need to be taken care of by you. Examine them carefully and then determine the order you would follow to get the work completed. Each task should be placed in one of the following categories:

Immediate: Tasks that need to be completed at once.

Important: Tasks that need to be completed within the next hour or two.

Routine: Tasks that can be completed after the important ones have been taken care of but must be done today.

Hold: Tasks which are not pressing but should be completed when all others are finished.

After you have placed each task into one of the four categories, record them on the answer sheet in priority order and write a brief explanation of why you placed them where you did.

Date: March 27

inst a word Time: 9:30 A.M.

Prepare a two-page report on the history of word processing that I can use in my speech on April 6.

TASK A

Helen Evans

DICTATE

Form letter to all clients telling them about our new service. Get into the mail as soon as you can.

TASK B

Interoffice Memorandum

Today is Monday, March 27, you are to advise the entire staff of a meeting to be held Thursday, March 30, at 2 p.m.

TASK C

FROM THE DESK OF THE PRESIDENT

i

n Date: March 28

s

t

Reserve a room for our Thursday staff meeting.

a

Make sure there is an overhead projector and screen available for my use.

w

Also, I want a blackboard and chalk.

o

r

d

TASK D

AIRPLANE RESERVATIONS

TASK E

I will be flying to Houston April 5 and returning on the evening of the 8th. Make plane reservations as early after 7 a.m. on April 5 as possible and return reservations as soon after 7 p.m. on the 8th as possible.

HOTEL RESERVATIONS

TASK F

I want to stay at the Xanadu Motel on the 5th, 6th, and 7th.

MONTHLY

UPDATE

OF WP EQUIPMENT

TASK G

Each month you must furnish each of your five principals with a catalog of updated word processing equipment—listing the advantages and disadvantages of each.

Somehow I have scheduled two appointments for 10 a.m., March 28. Both of these individuals are good prospects and we don't want to lose them.

Talk with Jon and see if he can help me out.

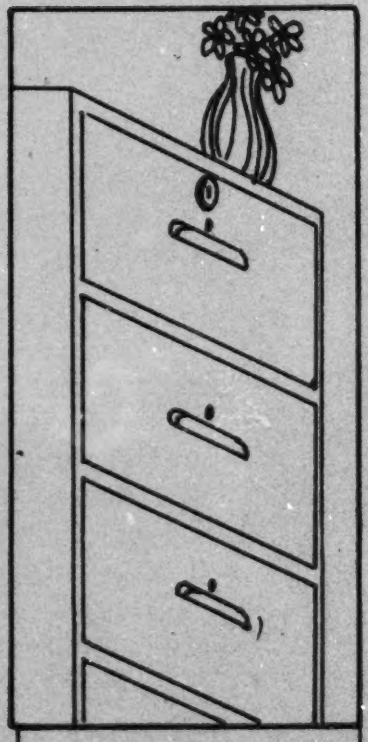
APPOINTMENT CONFLICT

TASK H

APPOINTMENT CANCELLATION AND RESCHEDULING

TASK I

Something has come up, and I cannot make the luncheon appointment I have today at 12 Noon. Please cancel it for today and reschedule it at Shelley's convenience.



FILING

You need to catch up on all the filing.

TASK J

ANSWER SHEET

Directions: Record the tasks in priority order and write a brief explanation of why you placed it where you did. The task placed beside number 1 should be what you would do first and number 10 would be the last task you would do. Rank the priority using the following code:

IMM – Immediate
IMP – Important
ROU – Routine
HOL – Hold

	Rank	Explanation
1. Task I	IMM	Cancel as early as possible today
2. Task H	IMM	Conflict on March 28
3. Task D	IMP	Need room reservations for March 30
4. Task E	IMP	Plane reservations for April 5
5. Task F	IMP	Hotel reservations for April 5
6. Task C	ROU	Memo to staff re: March 30 meeting
7. Task B	ROU	Form letter as soon as possible
8. Task A	ROU	Two page report for April 6
9. Task G	ROU	Monthly update
10. Task J	HOL	Filing

ACTIVITY 2.

Inst–a–Word is a very busy company and employees must make many decisions which affect their work.

Michael has 35 letters which must be typed today. He is working on accomplishing this task when he is interrupted by a salesperson who has a 3:30 p.m. appointment with the supervisor and is having difficulty locating her office. Michael knows he still has fifteen letters to type yet he stops his work and escorts the salesperson to the supervisor's office. He returns to his work station and locates the supervisor and advises her of the fact that her appointment is here. He then returns to typing his letters.

A few days later Beverly is faced with the same situation. She, too, escorts the salesperson into the supervisor's office, returns to her work station and locates the supervisor. Beverly then entertains the salesperson, offering coffee and making sure an ash tray is available, while waiting for the supervisor to arrive. When the supervisor returns to her office, Beverly leaves to finish typing her letters.

Which way would you have handled the situation?

_____ Michael's way

_____ Beverly's way

List the advantages and disadvantages of each approach.

	Michael's Way	Beverly's Way
Advantages		
Disadvantages		
Accomplished		

The following suggested activities correlate with Competency 5, Cluster VI.

Competency: Demonstrate initiative in solving problems and suggesting improvements in procedures for work simplification.

ACTIVITY 1.

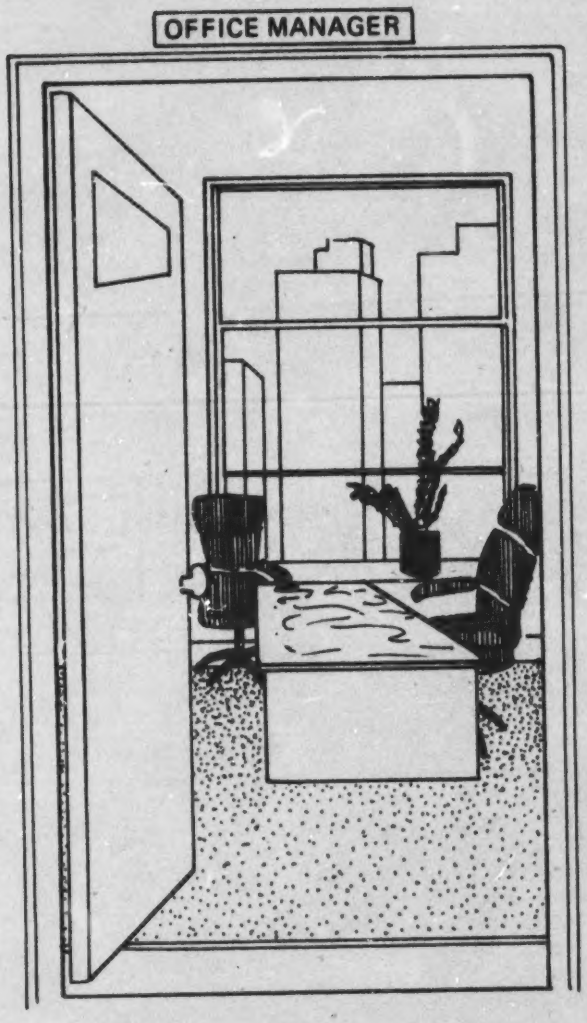
You are the supervisor of a word processing center for an insurance company. The equipment in your center has been periodically updated to keep pace with technological changes. The dictators seem satisfied with the services. However, you seem to be spending a great deal of your time training new people because the employee turnover rate in the center is great. You conducted a survey and found out employees were quiting because:

1. they were bored with the work.
2. felt they needed far more input in how their job was done.
3. there was little or no feedback directly from the dictator to the secretary.

Explain in a two page, double spaced, typewritten paper how you would solve this problem.

(Points which students should have included in their papers:

1. make specific assignments to dictators.
2. supervisors no longer distribute work. Work comes directly from dictator.
3. secretaries make own decisions regarding breaks, need for overtime, priority of work, etc.
4. secretary proofreads own work.
5. secretary deals directly with dictator.
6. supervisor's role is supportive rather than directive.)



ENRICHMENT ACTIVITIES

CLUSTER VII: ENRICHMENT ACTIVITIES

The following activities are suggested as enrichment opportunities for those students who excel and have management potential. Some of these activities should be included in the duties of a supervisor in a word processing center.

1. Follow directions from a principal.
2. Efficiently delegate responsibilities to subordinates.
3. Develop procedures for administrative tasks.
4. Plan and supervise employee work schedules.
5. Interview and select word processing entry-level personnel.
6. Train new word processing personnel.
7. Maintain and interpret production records.
8. Plan motivational incentives for employees.
9. Design flow charts.
10. Maintain quality, quantity control.
11. Monitor centralized dictating system.
12. Analyze job in terms of work simplification (how can a specific position be made more efficient?)

The following suggested activities correlate with Competency 2, Enrichment Activities.

Competency 2: Efficiently delegate responsibilities to subordinates.

ACTIVITY 1.

As the supervisor of the correspondence secretaries, it is your responsibility to make sure that workload is distributed as evenly as possible. Rush items are given priority. At 2:00 p.m. today you were brought two rush jobs which you immediately assigned. You explained to the secretaries the importance of getting the work out today and went back to your office. It is now 4:00. You go back to each of the secretaries to find out how they are progressing with the rush work. To your surprise, you find they have only each completed about one-half of the work. You know even after the letters are typed, they must be proofread, returned to the principal for any corrections, corrections made, letters signed, sealed in envelopes and stamped. It is only one hour before the workday is over. What should you do? (Check the one you think is best.)

___ Divide the remaining work among other secretaries.

___ Inform each of the two secretaries they must complete the job before leaving and they will not receive overtime pay nor compensatory time.

___ Inform the principal the work will not be completed today, but you will have it out first thing in the morning.

_X_ Talk with the principal and determine whether the principal or his/her designee would be willing to stay after hours until the work is completed.

___ Other.

Explain why you chose the one you did: *(Answers will vary but should state that if the work is important enough for the principals to stay, then, certainly, arrangements must be made to have the work typed that day.)*

ACTIVITY 2.

As supervisor of the Correspondence Department of the Word Processing Center, you have just received a letter of commendation from the Executive Board of Inst—a—Word for efficiently producing "RUSH" assignments. You know most of the "RUSH" work is generally given to just two people. How would you handle this letter of commendation if you were the supervisor? (Check the method you would use.)

___ Present the letter as information at a staff meeting.

___ Show the letter only to the two people who do most of the "RUSH" work.

_X_ Compliment the entire staff and give special congratulations to each of the two individuals who do most of the "RUSH" work.

___ Compliment the entire staff and send a letter back to the Executive Board pointing out the two people generally responsible for "RUSH" work.

___ Other.

Explain why you chose the one you did: *Answers will vary; however, they should point out that work assignments are given by the supervisor and it is because the entire staff works together that two individuals are freed to do rush work.*

The following suggested activities correlate with Competency 10, Enrichment Activities.

Competency 10: Maintain quality, quantity control

ACTIVITY: Production Measurement

Instructions: Have the students read about work measurement standards and ask the students to prepare situations where measurement could be used in a word processing center.

Related Material: Film, *Breaking the Production Barrier,* 14 minutes, color from IBM.

ACTIVITY: Production Measurement

Instructions: Conduct a class workshop for analysis of case studies of the problems businesses encounter with a word processing center. Divide the class into groups of four or five students. Allow the groups time to find and read case studies, select one of interest, hold group discussion, prepare an analysis and have a group leader present the conclusions reached.

Conclusions should show:

1. Evidence of having determined the real problem.
2. Possible solutions.
3. Best solution to the problem.

Related Material: Measurement and Control of Word Processing Operations, available from Bruce Payne, Time-Life Building, New York, New York 10020.

The following suggested activities correlate with Competency 12, Enrichment Activities.

Competency 12: Analyze job in terms of work simplification

ACTIVITY: Research Work Simplification Movement

Instructions: Ask the students to research Allan Mogensen's Work Simplification Movement and answer the question "What are the concepts of Mogensen's theory regarding the involvement of the individual 'worker' in improving his job?"

ACTIVITY: Work Simplification in the Classroom

Instructions: After a class discussion concerning the concept of work simplification, employ the theory in the word processing classroom or during the simulation. Students may be given "awards" in the form of bonus points on their grades or "extra credit" for improvement ideas.

To be eligible for an "award", an improvement must result in clearly discernible savings of time, improved quality of work produced, increased efficiency, or improved community image.

Final decisions concerning eligibility will be made by the teacher, with the recommendation of the Awards Committee. (Awards Committee composed of a group of students selected from the class by the class.)

Guidelines for Work Simplification:

Finding a better way –

Finding an easier way –

To make maximum use of existing facilities–people, machines, and procedures.

What are the benefits –

–More job satisfaction

–More orderly routine

–Teamwork

–Job enrichment

–Recognition and reward

Job Analysis:

1. Why is it done? Can it be omitted?
2. Where is it done? Where should it be done?
3. When should it be done?
4. Who can perform the job best?
5. How is this operation done? How can it be done better?

Continue the appraisal of the operations of each job after having asked the five basic questions by:

Eliminating: Non-useful detail

Combining: Operating steps

Rearranging: Sequence operations to make the job easier to perform

INST-a-WORD

WORD PROCESSING CONSULTANTS

COLUMBIA, SC 29200

SIMULATING WORD PROCESSING

GUIDELINES FOR DEVELOPING A SIMULATED WORD PROCESSING SYSTEM

Introduction

Prior training, size of the class, available equipment and the length of time available are a few of the requirements that must be considered before planning a word processing simulation. The simulation should come at the end of the course in order to take advantage of all previous learning experiences and should serve as a capstone experience. In a simulation, it is necessary to consider the role of the administrative secretary as well as the correspondence secretary and to provide learning situations for each. Both the areas should be simulated and students should have the opportunity to work in each area.

Teachers must use their discretion in determining how closely they will follow the career paths in the correspondence and administrative areas. However, it is suggested that the minimum number of positions used in each area would include the following: an entry level position, a senior or executive secretary, a proofreader, and a supervisor.

After determining the number of positions to be used in the simulation, and before the simulation is begun, it will be necessary to select the personnel for the available positions. The job opportunities to be used in the simulation should be posted in a prominent place, and the students should write resumes and make appointments for job interviews. It might be possible to recruit local business people to conduct these interviews and to make their recommendations. However, the final decision is made by the teacher who is planning the simulation.

Type Of Business To Use In Simulation

The type of business that the teacher wishes to simulate—such as insurance, medical, banking, etc. — should be decided on before beginning the simulation. Stationery, memos, forms, etc., should then be designed to correspond with the selected business. It is best to use a broad-based business in order to give varied types of work. A fictitious word processing consulting firm was selected for use in this curriculum guide with the title of Inc.—a—Word.

Upon selection of a name and the type of services to be provided, the teacher should present an organizational chart such as the one on page 150 or, at least, give the students the names of the principals they will serve during the simulation. It is suggested that each student be given an outline of all services provided by the word processing center, number of employees, and any other pertinent data to make the simulation valid.

Environment

The actual simulation may occupy several classrooms, one classroom, or part of a room. It may be that the class can be arranged for the entire length of the simulation, or the room may need to be changed after each period. Do not let the room or its furnishings discourage use of the simulation.

Ideally, the room will be one in which the furnishings are flexible so that the furniture can be moved to create a realistic office. If this is possible, the teacher may wish to locate the supervisor's desk at the front and the corresponding secretaries in clusters, providing each secretary with a cubicle of his/her own, whenever possible.

Duplicating equipment should be in the back of the room. Administrative secretaries should be in an area to themselves or, better yet, in a separate room. If a new room is designed for word processing, use furniture that simulates a word processing office. Telephones for the center are desirable but not a necessity.

In most schools this ideal arrangement is not possible, so the work station can be designated by cardboard signs at each work area with the job title printed on the sign. Supplies can be placed on tables in boxes, wire baskets, or other types of holders; then, the simulation can proceed as smoothly as if it were in a specially-designed laboratory.

The plan for the office layout may originate earlier in the course when the students are discussing this topic and they may design the layout for the simulation.

Equipment

Ideally, the center will have some type of text-editing typewriter in it as well as dictation and transcription equipment. If this type of equipment is not available, then plan to use the electric typewriters that are available and adapt the material to their use. Stored documents may be pre-typed and used as fill-in documents, mailing lists may be typed on pre-typed letters, etc. An inexpensive cassette-type machine can be used for dictation and the same machine with an ear plug may be used for transcription. The advantages of text-editing equipment, dictation and transcribing equipment should be stressed through lectures, movies, material from vendors and field trips.

Reprographics should be taught with available equipment, but the student should understand the various types of equipment on the market.

Rotation

At the beginning of the simulation, some type of rotation plan should be devised. This will depend on the length of the simulation, the number of students involved, and the type of equipment available.

Since the center will be structured according to the career paths of word processing, the students should rotate through as many positions as individual capabilities permit. Only those students who excel should fill the positions of supervisor. Time spent in each position depends on the size of the class, the length of the simulation, and the capabilities of the students.

The Teacher's Role In Simulation

Prior to implementation of the simulation, the teacher determines the kind of business to simulate, designs a rotation plan, determines length of simulation, determines time students will spend as administrative secretaries and the time they will spend as corresponding secretaries. The teacher assembles all supplies, filing systems, and reproduction devices. One of the major preliminary duties of the teacher is planning enough work for the center's operation. This material can be patterned after material in typing books, shorthand books, magazines, businesses, and other sources. Extra proofreading material will be needed for the proofreaders in the corresponding and administrative areas, in addition to the material typed in the center.

The teacher should have an orientation day to be sure that each student understands his/her responsibilities as well as the equipment. If possible, the teacher should have additional conferences with the supervisors before they assume their responsibilities.

During the simulation, the teacher may assume the role of the word processing manager. This will enable the supervisors to refer to the teacher for information or assistance without reverting to the student/teacher situation. The teacher can accept "outside" work from other teachers, community organizations, etc., when the center can accommodate extra work. This enhances the activities of the simulation and increases realism. As the word processing manager, the teacher can receive this work and process it through special request work orders, maintaining the correct procedures and work-flow of the center.

Forms To Be Used In The Simulation

Forms to be developed in addition to stationery should be memo pads for the various principals, special request forms, variable sheets, work request forms, logging sheets, dictator's correction slips and any others that the teacher deems necessary. These should be explained in the orientation period of the simulation. Some of these might be included in the procedures manual. Refer to Appendix B, page 172 for examples of forms.

Duties Of The Corresponding Word Processing Supervisor

The corresponding word processing supervisor will handle all material to be typed. He/she will see that it is properly labeled before it is picked up for typing by the corresponding secretaries. If the material is dictated, all instructions should be on the cassette, disc or other software. If the material is in rough draft form, it must have the proper instruction sheet attached to it which will explain how it is to be typed; how many copies, as well as all other directions for typing that particular document. (See Appendix B, pages 174 and 175 for form)

He/she should be able to show visitors through the center and explain each student's duties, title and job requirements. He/she should explain any type of special equipment used by the center. The corresponding supervisor should also have a knowledge of word processing concepts so that questions can be answered intelligently.

The corresponding supervisor is responsible for the final draft of the documents—correctness, delivery, etc.

It is the duty of the supervisor to see that there are supplies available for the corresponding secretaries. Another duty is ordering supplies that need replenishing. These supplies are ordered from the manager.

The supervisor must be able to answer questions asked by the corresponding secretaries in regard to equipment, letter styles and format. If the supervisor is unable to answer the secretary, he/she should consult with the word processing manager.

If stored documents are used, he/she should maintain this file and assist the corresponding secretaries, when necessary, in locating the proper card, disc, or cassette. (See Appendix B, page 185.)

It is also the duty of the supervisor to see that work is properly logged and to keep any records required of the correspondence center. (See Appendix B, pages 183-184.)

Duties of the Word Processing Administrative Supervisor

The duties of the administrative supervisor follow the same line as the correspondence supervisor in that he/she has the responsibility of operating the administrative center, planning the work, making out budgets, and plans the services rendered by the center to the principals.

He/she, too, must understand word processing concepts and be familiar with the equipment used by the secretaries. The word processing manager is available for help when it is needed in this area, also.

If the administrative support center plans a meeting, seminar, or conference he/she is responsible for all details and the assignment of tasks to assure its success.

Duties Of The Correspondence Secretaries – Entry level, senior, executive

The teacher should assume the responsibility for assigning job titles to the various corresponding secretaries. This would depend on the number of secretaries, the type of equipment, and the teacher's discretion as to job titles in this area.

If the students are divided into career paths, the correspondence secretary should be treated as an entry-level job. He/she should do routine typing assignments and he/she may also use the dictaphone. The senior corresponding secretary, as well as the executive corresponding secretary, should type on the text-editing machine if the machine is available. The executive corresponding secretary should type the confidential work and serve as supervisor if the supervisor is absent.

All secretaries in this area should be able to follow directions, make corrections, spell, punctuate and know proper grammar and sentence structure. All questions should be directed to the word processing supervisor. Each corresponding secretary should have a dictionary, a reference manual, a procedures manual and proper tools for correction of errors. A line count should be maintained by each secretary. Sample line count forms are shown on pages 176-179 in Appendix B.

Duties Of The Administrative Secretaries – Entry level, senior, executive

The teacher should assume the responsibility for assigning job titles to the various administrative secretaries. This would depend on the number of secretaries, the type of equipment, and the teacher's discretion as to job titles in this area.

If the students are divided into career paths, the associate administrative secretary should be treated as the entry level. Senior or executive secretaries should handle confidential material and substitute for the supervisor if the need arises.

The administrative secretaries will perform all the tasks that are of a non-typing nature. This might include such things as planning conferences, itineraries, making plane reservations, planning meetings, handling mail, filing, and the many other duties required of any administrative secretary. He/she can handle special projects, compose and dictate material for transcription by the corresponding secretaries.

Duties Of The Proofreader

The proofreader must proofread every document typed by the corresponding secretaries and return all documents with errors marked to the proper secretary for retyping. She should be provided with a ruler (to be sure that each line is read separately), a dictionary, a zip code directory, a thesarus, secretary's reference manual and a list of proofreader's marks. (See page 72.)

All correctly-typed work should be given to the word processing supervisor for final distribution to the proper originator.

An excellent article "36 Aids to Successful Proofreading. . .", February, 1978, issue of *The Secretary*, has been reprinted for the teacher's guidance. (See page 80.)

The Word Processing Procedures Manual

The procedures manual should be developed prior to the simulation and each student involved in the simulation should be given a copy of it. This manual could be developed by the class during the study of procedures at an earlier date. By doing this, the student will understand the importance of the manual and *how* and *why* it is needed. The manual may contain all or part of the following items:

A. *Center Operations* – tells the purpose of the center, the documents processed, the general procedures of the center.

B. *Dictation Procedures* – contains dictation techniques, proofreader's marks, originator's correction slip.

C. *Original Dictation* – definition and general procedures, how to dictate, samples of various types of original dictation such as a letter sent to two or more people, tabular dictation and memos.

D. *Pre-recorded Material* – definition and application, how to dictate material that includes stored documents, and may also include copies of the stored paragraphs and letters that the center will use.

E. *Special Request or Miscellaneous* – Definitions and how to process.

If the class develops the manual, the teacher might be interested in dividing the class into groups and letting each group develop a section. The fact that the development of the manual in a new word processing center is often the duty of the word processing supervisor should be stressed.

If time is of the essence, the teacher may elect to develop the manual. In either case, the student must be aware of its value as a necessary tool in the center and must understand *how, when* and *why* to use it.

Types of Material To Be Transcribed

The material used for production in the correspondence center can be of three kinds--machine dictation, longhand, and stored documents, i.e. form letters. Much of it should be dictation from the administrative center, which will be proofread and returned to that area for mailing. Other sources of material could be mailing lists from within the school, mailing lists from outside organizations and civic groups, teacher-planned documents and letters either dictated by other teachers in school or in rough-draft form. (Some might have letters that administrative secretaries could answer for them.) Junk mail might be collected and answered by the center.

Each student should have a copy of this document.

SITUATION

You are employed by the Columbia division of the INST–a–WORD COMPANY. This company performs feasibility studies for businesses interested in installing word processing centers, advises businesses on types of equipment needed in on-going centers, plans seminars, meetings, etc., on word processing.

The company operates a word processing center which services eight principals and is visited by customers, schools, and vendors involved in the word processing field. _____ (Teacher's name) _____ is the manager of the center. The center has the following equipment _____ (list all equipment that will be used in the simulation – include dictaphones, typewriters, duplicating equipment, text-editing equipment, etc.)

In addition to the word processing center manager, the center has (number) corresponding secretaries, a proofreader, and a corresponding supervisor. It has (number) administrative secretaries and an administrative supervisor. (Change to suit career path suitable to simulation.)

This center services eight principals (see organizational chart). Occasionally, special requests for mailing lists are submitted by other organizations to the word processing manager to be completed by the center.

Much of the work done by the administrative secretaries will be submitted in the form of memos or requests from the principals and will require the secretary to dictate letters, memos, and other documents to be transcribed by the corresponding secretaries. Some of the work will be submitted in rough draft form to be edited and turned over to the correspondence secretaries for typing.

In addition to the above work, the administrative secretaries are responsible for planning a meeting on (date) for a group of business-education students from (class or school) . A discussion of the types of equipment used in word processing centers would be a desirable topic since the group is interested in learning more about word processing.* It will be necessary to arrange a place for the meeting, send out invitations to any additional guests telling what the meeting is about, why it is being held, and where it is being held. A secretary should be appointed to take minutes, and if refreshments are served, an individual should be appointed to be in charge of this. Contact vendors to secure information about new equipment, and secure any additional information pertinent to this subject, such as pictures, movies, or a demonstration. Mailing lists and handouts to be typed must be given to the corresponding secretaries well in advance of the date of the meeting to insure that they will be ready at the proper time. All employees of the center will attend this meeting and critique it.

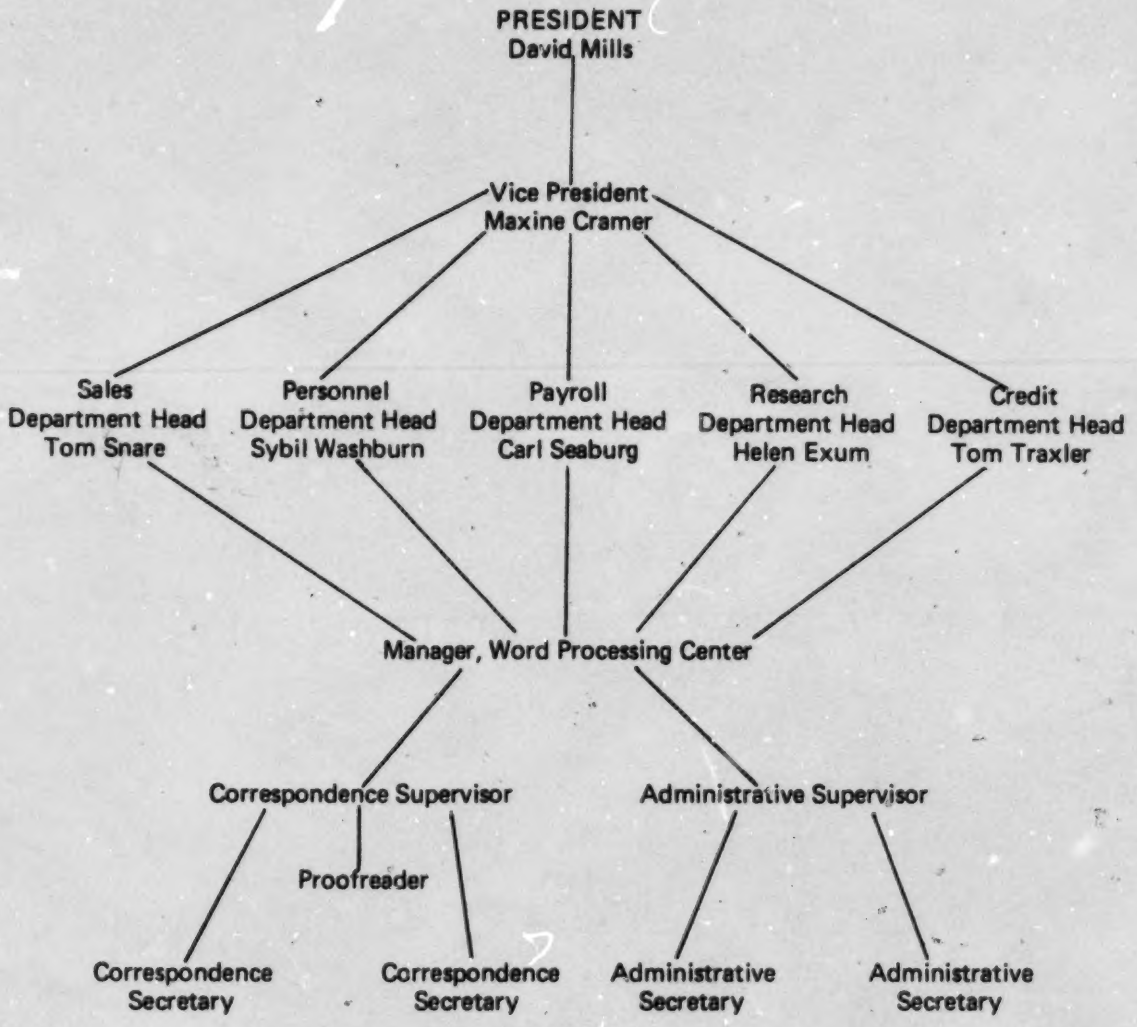
The supervisors will handle the work flow in each area (correspondence/administrative) and assist secretaries when necessary. All center secretaries will direct any questions to the supervisors in his/her center and the supervisors may ask assistance of the manager.

The administrative/correspondence secretary will conduct any visitors to the center through his/her area of the center, explain the work in his/her area, and answer questions on equipment and word processing concepts.

Each employee in the center has been given a word processing manual which explains the policies and procedures of the center, forms used in the center, dictation procedures, transcription procedures and other pertinent information.

*The teacher should allow students to plan this meeting unassisted. Time may be given in class to organize the meeting, but most of the work will be done out of class with the exception of dictated material to be used as handouts at the meeting. Each student should be responsible for a handout and each student should have an active part in planning and participating in the program. The meeting is conducted by the administrative secretaries only.

ORGANIZATION CHART – INST–a–WORD COMPANY*



*Each student should have a copy or it should be posted prominently in room. Names of principals are necessary to give realism to dictation.

INST–a–WORD

WORK REQUEST–WORD PROCESSING CENTER

FROM: Helen Ewen

Department Research

Date of request May –

Date completed _____

Completed by _____

Transcribe ____ letters dictated

No. of copies requested 25

Type draft ____ or final copy ____ from proofread copy

Address envelopes ✓

To be stored ✓ How long 2 weeks

Single-spaced ✓ Double-spaced ____

Letterhead ✓ Plain bond ____

Special instructions Secure IWP roll from file; send letter to each member.

LETTER USING SWITCH CODES OR STOP CODES

(Today's Date) – 1 –

– 2 –
– 3 –
– 4 –
– 5 –

Dear – 6 –:

We are pleased to announce that once again it is time for our "Spring Word Processing Seminar." The date is May 16 with registration at 9:30 a.m. and meetings promptly at 10 a.m.

This year we are pleased to have Henry Ipson, president of the South Carolina Word Processing Association, as our featured speaker. Mr. Ipson is well known throughout the state as an expert on word processing and he will be an informative as well as an entertaining speaker.

Again, we will have local vendors displaying the latest in word processing equipment. You cannot afford to miss this meeting if you want to know the latest in the field of word processing.

I am enclosing a brochure which contains all the necessary information and a registration card. Fill it in today, enclose your check for $25 and return to me. WE WANT YOU TO BE A PART OF THIS SPRING SEMINAR.

Sincerely,

Helen Exum
Publicity Chairman

Enclosure

INST–a–WORD VARIABLE SHEET

Index Number of Stored Document: 1

Requested by Tom Traxler

Department Credit

Date Completed _____

Variable No. 1 May 1, 19–

Variable No. 2 Mr. C. K. Doe

Variable No. 3 2110 Dover Street

Variable No. 4 Columbia, SC 29208

Variable No. 5 _____

Variable No. 6 Mr. Doe

Variable No. 7 210–

Variable No. 8 6

Variable No. 9 _____

Variable No. 10 _____

Completed by _____

Stored Document No. 1 – Variables are numbered.

(Today's Date) – 1 –

– 2–
– 3 –
– 4 –
– 5 –

Dear – 6 –:

It has come to my attention that your bill for $ – 7 – is now – 8 – months past due.

Unless we receive a reply from you within two weeks we will find it necessary to turn your account over to a collection agency. Please send us your payment today so that your credit reputation will not be damaged.

Yours truly,

Tom Traxler

FROM THE DESK OF –

Helen Exum

Have been asked to make a talk on proofreading — see if you can locate an article in "The Secretary" on proofreading (I'm not sure of date) called 36 Tips on Proofreading. Condense it for me — I would like 20 copies of it.

he

FOR ADMINISTRATIVE SECRETARIES

TOM SNARE

Send memo to all salespeople that a meeting of all sales personnel will be held Monday (next) in Conference Room A.

Tom

May 10, 19 –

Ms. Sybil Washburn
INST–a–WORD
2789 Main Street
Columbia, SC 29200

Dear Ms. Washburn:

The Zipco Publishing Company is proud to announce the publication of a new book on word processing, *All You Need to Know About Word Processing* by Cary Miles.

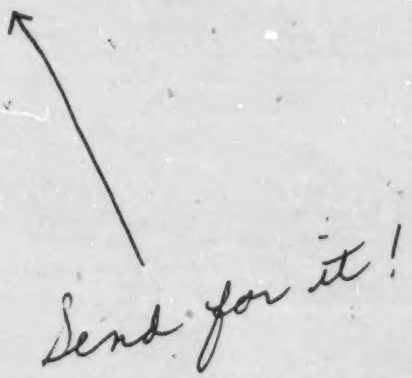
As I am sure you know, Ms. Miles has her doctorate in the area of word processing and has done extensive research in that area. This book includes statistical charts, personnel requirements, feasibility studies and many other aspects of word processing. We feel that you cannot be without this valuable book.

We will send the book c.o.d. upon request.

Sincerely,

Jack Harding
Sales Manager

JH/nkt



May 5, 19 –

Ms. Helen Exum
INST–a–WORD
2789 Main Street
Columbia, SC 29200

Dear Ms. Exum:

The FBLA at Spartanburg High School is having a district meeting on Friday, May 28 and we would like to have you as our guest speaker.

We would like to have you speak on some phase of word processing as we feel it is a timely topic. The meeting will begin at 9:30 a.m., Friday and we would like for you to speak from 10:30 until 11:15 a.m. with a short discussion period at the conclusion of your talk.

Our club cannot afford an honorarium but we will be glad to make reservations for you at the Holiday Inn and to cover any expenses you might incur. We hope you will be able to speak at our meeting.

Sincerely,

Jane Bryant
President

Accept for me — explain that I have a sister in Spartanburg and I will stay with her. Inst-a-Word will cover other expenses. I will arrive at 9:15 A.M.

H.E.

NOTE: This is how the administrative secretary might dictate the answer to the preceding letter addressed to Helen Exum.

Secretary, this is Sara Hayes dictating a BUSINESS LETTER for Helen Exum, Research Department.

Please transcribe the letter in FINAL COPY form.

The letter is to:

Miss Jane Bryant (*spelled B – r – y as in young – a – n – t as in Thomas)*
3786 Cypress (*spelled C – y as in young – p as in Peter – r – e – s – s)* Street
Spartanburg, SC 29303

Dear Miss Bryant:

I am happy to accept *(spelled Alice – Charles – Charles – e – p – t)* your invitation to speak at the district meeting of (ALL CAPS) FBLA on May 28.

(PARAGRAPH) I have selected for my topic, (QUOTE) New Trends in Word Processing (QUOTE) and I am planning to use transparencies during my talk. If you cannot provide an overhead projector and a screen please let me know by return mail.

(PARAGRAPH) As I have a sister in Spartanburg, I will stay with her for the weekend so there will be no expense involved. In case you need to contact me before the meeting, her telephone number is 555–8163.

I am looking forward to seeing you on Friday, May 28.

Sincerely,

Helen Exum
Research Director

End of dictation. Thank you, Secretary.

COOPERATIVE

WORK

EXPERIENCE

159

COOPERATIVE WORK EXPERIENCE

Since schools often cannot afford the expensive equipment associated with word processing, some schools follow-up the word processing course and simulated activities by establishing a cooperative work program. Such a program provides students with realistic work experience while allowing the school to utilize the business community as a laboratory. The students benefit from increased realism; the school benefits from use of expensive equipment for the students; and the business community has a steady supply of well-trained, part-time word processing employees.

Following the semester course in word processing in which the student has participated as an employee is a simulated word processing center, an appropriate capstone experience might be to place the student in a part-time position in a local word processing environment. Should a teacher decide to pursue such a program, the following factors should be considered:

1. Place only those students who are capable of meeting performance standards. Such a program will prosper only if the students can perform competently.

2. Be sure students receive the same pay and working conditions as other regular part-time employees.

3. Place work schedules for students that do not interfere with other academic responsibilities. Insist that students who are not at school cannot attend work on that day.

4. Inform employers that they will be asked to evaluate the student employee.

5. Ask the employer to provide a supervisor who will work closely with the student employee.

6. Be sure the employer understands that the employee is still learning and that the teacher will visit the student on the job for evaluative purposes.

7. Conduct follow-up studies to determine job placement of your students.

8. Establish an advisory committee to help in updating and revising the word processing curriculum as well as to assist in securing training stations for students.

APPENDICES

APPENDIX A

GLOSSARY

162

GLOSSARY OF WORD PROCESSING TERMS

**Access Time* – The time taken by a computer to locate data or an instruction word in its memory or storage selection and transfer it. Also, the time taken to transfer information from the input device to the location in the memory where it will be stored.

**Acoustic Coupler* – A device permitting transmission of data over telephone lines to a computer from I/O devices, mag tape, cards, paper tape, etc.

**Adjust* – A text-editing typewriter feature in which the machine automatically adjusts the righthand margin if one inserts or deletes copy during the playback or changes margins in any way.

**Allowances* – Time that is computed into a standard for coffee breaks, fatique, rest time, and activity reporting.

Alphabetic Commands – Instructions given to a system by the use of a Code Key and/or alphanumeric keys.

**Attendant Phone* – In a central dictation system, allows persons dictating to communicate with attendant at remote recorder location.

Automatic Repeat Key – A "live" typewriter key such as the underscore which will continue to operate as long as the key is depressed.

Auto Centering – Ability to center material automatically by means of a keystroke instruction.

Auto Decimal Tab – Automatic alignment of columns of decimal figures along the decimal point.

Auto Input Underline – Code used to automatically underline material.

Auto Page Numbering – Ability of some sophisticated word processing equipment to automatically number pages even though the text of the material is changed or rearranged.

Automatic Typewriter – A typewriter designed for rapid typing; the most basic word processor usually used for repetitive typing.

**Average Letter* – Approximately 92 – 115 words or 18 – 23 lines of 12 pitch typing. As the standards are hard to define, this method of measurement is generally unsuitable.

**Backlog* – A reserve of unprocessed units.

**Batch* – A collection of similar work which could be produced at one operation.

Carbonless or Carbon-Coated Business Forms – Business forms that reproduce a number of copies without the use of carbon. Impressions are made by pressing the back of one sheet and front of the next sheet together.

**Carbon Sets* – File and tissue copies, etc., manufactured with carbon paper attached.

*Definition reproduced by permission of the International Word Processing Association, *Glossary of Word Processing Systems.*

**Career Paths* – A management program providing opportunities for advancement to higher levels or positions.

**Cartridge* – See STORAGE MEDIA.

**Cassette* – See STORAGE MEDIA.

**Centrex* – A telephone switching system enabling direct dialing without going through a switchboard.

Command – Instruction given to word processing equipment by the operator.

Configuration – The units of a word processing center; generally includes automatic typewriters, computers, printers, video screens, etc.

**Console* – The unit housing the record/playback mechanism on some text-editing typewriters.

Consultants – Outside experts who give advice on the installation or implementation of word processing systems.

**Continuous Loop* – A recorder system employing an endless loop of magnetic tape as the recording medium.

Continuous Form Stationery – Stationery or forms that are folded in accordion fashion with perforations for separating individual pieces.

**Copy* – Material worked from to prepare final or hard copy.

Correspondence Center – A secretarial pool whose main function is the typing activity.

Correspondence Center Supervisor – Supervisor of the typing activities of a Correspondence Center.

CRT – Catnode Ray Tube. A television picture tube.

**Cursor* – A "light dot" for indexing on a cathode ray tube. It indicates where the operator is typing.

Daisy Wheel ® – Interchangeable printing mechanism which allows the operator to change the typing style or size.

Data Collection – Collection of information within an organization for the purpose of measurement.

Delete Capability – Ability of a word processing unit to delete stored or display material by word, line, character, paragraph or sentence.

Dish – See STORAGE MEDIA.

**Distortion* – Any difference between the regular audio signal and that played back by the recording device.

Document Assembly/Merge – The ability for a word processing system to type previously recorded documents, assemble them with variable information and create new materials.

Downtime – Time when equipment is not in use due to malfunction or routine maintenance.

**Editing* – Reading back, scanning, deleting, inserting and reformatting of copy.

**EDP* – Electronic Data Processing.

**Elite Type* – A type face, but also refers to typewriter spacing of 12 typewritten characters of the horizontal inch.

**Endless Loop* – A sealed, continuous loop magnetic tape recording system.

**Error-Free* – A feature of magnetic recording media whereby the user can dictate over any errors in the last phrases.

**Facsimile* – Transmission and reception of exact and detailed copy–usually by telephone line.

**Fast Forward* – A tape recorder feature which permits the tape to be rapidly run in normal play direction for search purposes.

**Feasibility Study* – A study made to determine whether conversion to a word processing system can improve office operations.

**Final Copy* – The finished product.

**Flexible Staffing* – Use of temporary/casual/part-time employees to meet peak workloads.

Floppy Disc – See STORAGE MEDIA.

Flowchart – Chart which graphically depicts the flow of job from start to finish generally using certain symbols to represent operations or equipment.

Form Feeds – A special typewriter platen or tractor specifically designed to utilize continuous forms.

Form Letters – Letters that are alike in content but are to be sent to different people.

**Full Equity Lease* – Purchaser becomes owner of equipment at conclusion of lease.

**Hard Copy* – Typewritten copy of any description.

**Hardware* – The electrical, electronic, magnetic, and mechanical devices comprising a system.

**Hot Zone* – The area in which an editing typewriter will "decide" when to return the carrier to adjust the right-hand margin.

**Hyphen Drop* – When using an editing typewriter, if a hyphen has been recorded to divide a word at the end of a line, that hyphen should not print if the word ever appears in the middle of a line in adjusted playback. Most units will perform this task automatically, but will retain required hyphens when so instructed.

**Incentive* – Motivational technique to improve office efficiency.

Ink Jet Printer – An output printing mechanism which spurts ink drops precisely on the page, forming alphanumeric characters as the unit prints.

Input – Raw data that is to be processed in a word processing system.

Input Word Processing Equipment – Dictating equipment which serves as the means of entering raw data into the word processing system.

**Interface* – The point at which two systems connect.

**I/O* – Input/Output device.

**IWP* – An association concerned with the progress of word processing systems and methods (International Word Processing Association).

**Job Description* – A definition of what each worker should do.

Job Enrichment – A method of encouraging employees to obtain greater satisfaction from their jobs by allowing them to make decisions about how their work is to be done.

**Justification* – The adjustment of a line of type so that it fills the line, flush from left to right, to a specified measure.

**Line* – Transcribing work is most commonly measured by number of "lines", a standard line being a six-inch line of elite type (12 characters to the inch) or 72 typewritten strokes. Because "lines" could include rough drafts, etc., such statistics would be meaningless. Therefore, only "net" lines (those lines of finished typing ready for dispatch) are usually counted. Allowances are made for headings, endings, carbon copies, and envelope addressing.

**Logging* – A method of recording, cataloguing and/or filing documents or media re. power typing.

**Log Sheet* – A document prepared and maintained by operators to index work on any given tape, card, etc.

**LPH* – Lines of Typing Per Hour. Unless specified, this should always refer to "net" lines of finished typing which is ready for final dispatch or disposition.

Machine Transcription – The act of transcribing and typing material that has been dictated into a machine.

**Mag Card/Mag Tape* – See STORAGE MEDIA.

Magnetic Cartridge – See STORAGE MEDIA.

Magnetic Keyboard – A typewriter keyboard that allows material to be recorded on magnetic media such as tape or cards.

**Media* – Generalization of the various types and kinds of things on which recordings can be made.

**Merge* – To combine in an arrangement according to some rule.

Microfilm – Film which enables material to be photographed at a reduced size and stored for later use.

Micrographics – Means by which information can be reduced, stored and retrieved.

MSR – A Marketing Service Representative of the various word processing equipment companies.

**MT/SC* – Magnetic Tape Selectric ® Composer.

**MT/ST* – Magnetic Tape Selectric ® Typewriter. These units are produced in several models, with a variety of options.

**Net Lines* – Refers to "finished" lines of typing which are ready for dispatch or final disposition. Includes author corrections.

Obsolescence Clause – A method whereby purchasers of word processing equipment may trade in old equipment when new equipment is introduced and be given a credit against the purchase price of the new equipment.

**OCP* – Optical Character Printing.

**OCR* – Optical Character Recognition.

One-to-One – The traditional office staffing concept of one secretary to one executive.

Open Landscape – Interior design of modern offices in which no partitions or walls separate the different work spaces.

Optical Character Reader – A device which has the ability to read printed characters and change them into digital signals to be used in word processing or data processing equipment.

Original Dictation – Original communications that are dictated into a word processing system.

Organization Chart – A graph which shows the authority, responsibility and control of each department of an organization.

Output – The processed data that are the results of a word processing system.

**Paper Tape* – One of the recording mediums used in editing typewriter systems. Normally, codes are recorded at 10 to the inch at a cost of approximately 3 cents per 1,000 characters.

**PBX (PABX, PAX)* – Private Branch Telephone Exchange.

*PBX *Dictation System* – A central dictation system using telephone company wiring and dial or touch-tone telephones.

**Pin Feed Platen* – A typewriter having sprocketlike pins for feeding continuous forms through a typewriter.

**Pica Type* – Refers to a style of typeface; also refers to typewriter spacing of 10 characters to the horizontal inch.

**Playback* – Includes all console preparation and automatic playback control handling and machine playback time.

**Power Keyboard* – A term referring to the family of automatic or text-editing typewriter equipment.

Power Typing – A system that uses word processing to increase productivity. This system allows the typist to type at maximum speed and edit or correct errors on a recording which will be played back error free.

Prerecorded – Material placed in storage on magnetic media and used for repetitive tasks such as form letters.

Principal – The originator of paperwork in an organization who needs secretarial assistance.

**Procedure* – The step-by-step process for completing a particular job.

Proportional Spacing – A style of typewriter spacing in which each character is horizontally spaced according to its size; examples, M might be 5 units wide, F, 4 units wide and I, 2 units wide.

**Punched Paper Tape* – A strip of paper on which characters are represented by combinations of holes punched across the strip.

**Qwerty Keyboard* – The current typewriter keyboard which remains unchanged since produced by Christopher Latham Sholes in 1873. So named after the top left-hand row of alphabetic keys. This keyboard arrangement was specially designed to deliberately impede typing speed.

Ready Tone (or Talk Down Tone) – Telephone tone that tells the dictator that the dictating machine is ready to be used.

Repetitive Typing – Material that is typed over many times such as form letters.

Reprographics – The duplication and reproduction of materials.

Secretary, Administrative – The secretary who assists management by performing administrative duties other than production typing.

Secretary, Correspondence – The secretary who performs transcription and production typewriting duties in a word processing center.

**Self-logging* – A worker's record of time required to do the job.

Shared Logic Word Processing Systems – Systems in which each terminal is connected to a central computer and uses the computer as a means of power, storage and peripherals.

**Simplified Letter* – Letter style created by the Administrative Management Society characterized by: (a) extreme block form with date at the top at the extreme left-hand margin, (b) name and address in block form for use with window envelope, (c) omission of formal salutation and complimentary close, and (d) simplified language and content of letter.

Simultaneous Printout – A system's ability to record new material at the same time it is printing another previously recorded document.

**Slave* – Another output unit activated in parallel and controlled by the coded tape or electronic signal of a master unit.

**Software* – Programs and routines.

Special Request – A type of communication whose content is original and whose content, design or format does not allow it to be dictated into a word processing system.

**Split Keyboarding* – Keyboarding and editing on one unit and playing back on another.

Standalone Word Processing Systems – A single word processor, such as a mag card typewriter, that does not share the power of a computer.

**Standard* – The time allowed an individual to satisfactorily complete an activity.

**Stop Codes* – Signal devices in text-editing media to stop playback to enable insertion of variable material.

Storable – That part of a recorded communication that will not change (such as the paragraphs of a form letter).

Storage Capacity – The amount of material that may be stored on a particular type of word processing medium.

Storage Media, Types:

**Mag Card/Mag Tape* – Tape or card coated or impregnated with magnetic material on which information may be stored in the form of coded polarized spots.

*Magnetic Cartridge, *Cartridge* – Generally refers to a magnetic tape cartridge such as used on MT/ST ® equipment. Available in 35, 50, 100 and 120 foot lengths of 16 mm. magnetic tape. MT/ST ® recording density is 20 characters per inch, or approximately 24,000 characters per reel of 100 foot tape.

**Cassette* – Refers to two reels of 1/8" magnetic tape encased in a small plastic or metal cartridge. Relatively inexpensive, it is used extensively in portable recording machines, the standard tape drive speed is 1 7/8 inches per second. Can store approximately 60,000 characters in text-editing typewriter use.

Diskette or Floppy Disc – A magnetic coated mylar disc which is stored in an envelope and allows easy access because of its random storage format.

Disk – Storage medium which features random access and has a capacity of 500 to 1000 pages of text.

**Supervisor's Console* – Usually refers to a panel from which tank recorder dictation can be manually or automatically distributed.

**System* – A network of procedures designed to carry out an overall major activity.

Systems Approach – A method of examining and solving problems within an organization by developing total solutions rather than dealing with individual functions.

**Tank Recorder* – A term for a continuous loop recording system.

**Task Data Sheet* – A record of jobs by time period during a single work day.

**Task List* – A detailed record of each type of work performed by each worker and the average number of hours spent to do it per week.

**Ten Pitch* – A typewriter spacing of ten characters to the horizontal inch. Sometimes known as pica spacing.

Text Editing – A function of magnetic typewriters which allows the typist to keyboard new data and instruct the machine to delete prerecorded material that is not desired and then play out the newly revised document.

Textverabetung – "Text processing" in German.

Time-Shared Services – Use of an organization's computer by another company (perhaps a small firm) for whom it would not be feasible to set up its own system.

**Time Sharing* – Splitting personnel or equipment, according to need, in two or more areas.

**Track* – The path on magnetic tape or card along which a single channel of sound or codes is recorded.

**Transcription* – Making a written copy of dictated or recorded matter in longhand or on a typewriter.

Transcriptionist – The person who transcribes materials from machine or personal dictation.

**Turnaround Time* – Elapsed time between dispatch and receipt of material back at starting point.

**Twelve Pitch* – Refers to twelve typewritten characters to the horizontal inch. Sometimes known as elite spacing.

**Typing Stations* – Points where typewritten work is done throughout a plant; number of units in a WP center.

Ultrafiche – Type of microfiche in which the document is reduced more than 90X.

Variable – That part of recorded material that may be changed, such as the name and address in a form letter.

WP – Word Processing abbreviation.

**Word Processing* – The transition of a written, verbal, or recorded word to verbal, typewritten, or printed form and distributed for its ultimate use.

Word Processing Center – Area of an organization where WP equipment and personnel are housed.

**Word Processing System* – The combination of specific procedures, methods, equipment and people designed to accomplish the transition of a written, verbal, or recorded word and distributed to its ultimate use.

Word Processing Systems Manager – Person who conducts word processing surveys and is responsible for implementation and management of the system.

**Work Count* – A count of the volume of work of an employee.

**Work Distribution Chart* – A consolidation of task lists and activity lists to show what a department does and how each worker fits into the department's activities.

**Work Measurement* – A process of determining how much time is required to do a given amount of work.

Text Editing – A function of magnetic typewriters which allows the typist to keyboard new data and instruct the machine to delete prerecorded material that is not desired and then play out the newly revised document.

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**Work Distribution Chart* – A consolidation of task lists and activity lists to show what a department does and how each worker fits into the department's activities.

**Work Measurement* – A process of determining how much time is required to do a given amount of work.

Work Sampling – A work measurement technique that determines the amount of time spent performing various activities by random sampling.

Work Simplification – A planned approach to simplifying clerical work and thus increasing individual production per hour.

Work Standard – A specific amount of time assigned to the performance of certain tasks as determined by a measurement study of that specific task.

Work Station – Work area for a specific type of job, such as that of the secretary.

APPENDIX B

WORD PROCESSING FORMS

Originator's correction slip –

Originator _____

Transcriber _____

Please . . .

Dictate more slowly _____

Dictate more loudly _____

Dictate distinctly _____

Spell proper names _____

Spell unusual words _____

Give complete information _____

Use proper correction procedure _____

Indicate end of document _____

Other _____

_____

_____

_____

_____

( ) Write clearly if you do not dictate
( ) Spell proper names
( ) Spell unusual words
( ) Indicate unusual punctuation

( ) Other _____

_____

Can we improve? Please tell us about it!

ROUTING SLIP

To _____

_____

WPC Secretary _____

Instructions _____

_____

_____

_____

_____

CENTER INSTRUCTION SLIP

DATE _____ TIME IN _____

NAME OR RECEIVER NO _____ SECRETARY _____

TYPE OF DOCUMENT:

_____ Submitted Copy
_____ Dictation
_____ Repetitive Letter
_____ Prerecorded Material
Codes _____

_____ RUSH
_____ CONFIDENTIAL

AUTHOR REQUESTS:

_____ Rough Draft
_____ Revision
_____ Carbon Copies
_____ Extended Retention Until _____
_____ Special Format
Margins _____
Tabs _____
_____ OTHER _____
_____

WORK REQUEST FOR WORD PROCESSING CENTER

From _____ Date of Request _____

Date Completed _____

Type of work requested:

Transcribe _____ letters dictated
(Write names and addresses on back of this form)

Record form letter and play back _____ copies

Play back _____ copies of pre-recorded material

Prepare stencil and duplicate _____ copies

Prepare master and duplicate _____ copies

Address _____ envelopes

Address _____ envelopes from mailing list

Collate and staple _____ copies of _____ pages

Make _____ copies on copier

Other _____

Special instructions: _____

Work completed by: _____

INST–a–WORD VARIABLE SHEET

Index Number of Stored Document _____

Requested by _____

Department _____

Date Completed _____

Variable No. 1 _____

Variable No. 2 _____

Variable No. 3 _____

Variable No. 4 _____

Variable No. 5 _____

Variable No. 6 _____

Variable No. 7 _____

Variable No. 8 _____

Variable No. 9 _____

Variable No. 10 _____

Completed by _____

From the desk of . . .

DAVID MILLS

From the desk of . . .

Maxine Cramer

TOM SNARE

SYBIL WASHBURN

NOTES from . . .

CARL SEABURG

NOTES from . . .

HELEN EXUM

TOM TRAXLER

MANAGER
Word Processing Center

TIMED WRITE

LINE COUNT SAMPLE

LINE COUNT

Wise managers of money seem to have the ability of being able to make their earnings stretch a long way. Others who spend haphazardly always seem to be short of money long before the next salary check is due. What factors do the wise managers follow?

Food buying takes a large part of the salary check. In the area of buying groceries, one can save a large amount of money by wise and careful buying. There are many fine guides that a shopper can follow to economize and save money.

Probably the one best rule to attempt, at the outset, is to plan ahead. Plan all your meals in detail for a certain period, a week, a month--but never day by day. After making the complete plan for your groceries, you are then ready to prepare your shopping list. Be certain that you have included all items necessary for cooking the meals to come. Many people forget to include the small items such as salt, pepper, and seasoned condiments. Once you have made a list, additional guides are very useful and helpful.

After making the major shopping list, you should compare prices. You should look at all the local advertisements in newspapers. Quite often, you will save considerable amounts of your money by comparison shopping. One caution--do not waste lots of money for gas by driving all over from store to store. If you do this, you are defeating your purpose. After deciding where to do your shopping, your next step is that of making the actual shopping.

Several tips apply when you are actually in the store. First of all, do not deviate from your basic list, unless you happen to locate some exceptional bargains. Next, compare all the prices according to size: calculate the cost for each ounce, or pound, and then compare.

ROUGH DRAFT 27 LINES

LINE COUNT SAMPLE

SPECIAL REPORT FORM

4

Directions: Please complete this form as thoroughly as possible. If you feel that it is necessary to discuss the report with the typist, call the Communications Center and explain any special instructions not included on this form.

I. Type of Project

A. Statistical Report _____

B. Procedures _____

C. Minutes _____

D. Letter _____

E. Other Material Report _____

F. Other _____ _____

II. Extra Copies

A. Number [illegible] _____

B. Number [illegible] Copies Needed _____

22

III. Special Format

A. Spacing: Single _____ Double _____

B. Margins: Left _____ Right _____

C. Page Length: 11" _____ 14" _____

D. Other Special Instructions _____

_____

_____

IV. Date Required _____

V. Requested By _____
Name and Department

Completed By _____

VI. Date Submitted _____

FORM
26 LINES

LINE COUNT
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

WORD PROCESSING CENTER

1979	ORIGINAL LINES	REVISION LINES	% REVISED	AUTOMATIC [illegible]S	TOTAL LINES
January	21,275	2,49[illegible]	[illegible]	[illegible]39	39,166
February	[illegible]45	[illegible]9,	30.[illegible]	[illegible],472	61,417
March	[illegible]	[illegible],149	29.[illegible]	25,692	57,280
1st [illegible]	[illegible]	[illegible],545	71.6	64,560	157,863
197[illegible]					
April	20,723	2[illegible]1	[illegible]	[illegible],481	65,389
May	[illegible]5,063	8[illegible]	[illegible]	22,611	68,272
June	[illegible],981	[illegible],628	16[illegible]	69,631	136,821
2nd Quarte[illegible]	[illegible],767	[illegible]	53.1	108,723	270,482

STATISTICAL
21 LINES
(each typed line = equivalent of 2 lines)

LINE COUNT

July 19, 1980

Mr. Michael Kinney
630 Southeastern Boulevard
Champaign, IL 61820

Dear Mr. Kinney:

You have been prompt with your payments lately that we cannot understand what happened to your June installment of $192.

Is your billing address was there a new for that we are not aware of? Please be sure to send us your and tell us about the situation. We certainly do want your business. We will look forward to serving you again in the future.

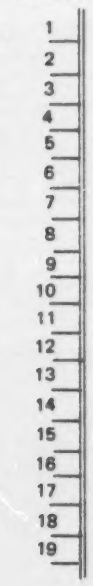
Sincerely,

Jane Williamson
Credit Manager

mac

LETTER
7 LINES

LINE COUNT



184

DAILY LOG SHEET

Name _____ Date _____

	DESCRIPTION		TURN AROUND			INPUT			OUTPUT		
	ORIGINATOR	DOCUMENT NAME	TIME IN	TIME OUT	ELAPSED TIME	LONG HAND	MACHINE DICTATION	COPY TYPE	REVISION	%	PRE RECORDED
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
	TOTALS										

183

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63

WEEKLY LOG SHEET

Week of _____

DESCRIPTION			TURN AROUND				INPUT		OUTPUT	
Originator	Document Name or Code	Operator	Give Count	Time in	Time out	Completion Time	Long-Hand	Machine Dictation	Revision	Pre Recorded
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										

SAMPLE LOG FOR STORED DOCUMENTS

POSITION NUMBER	DESCRIPTION	PAGE NUMBER	MARGINS	TABS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

SAMPLE LOG FOR STORED DOCUMENTS

POSITION NUMBER	DESCRIPTION	PAGE NUMBER	MARGINS	TABS
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				
49				
50				

APPENDIX C

ARTICLE: WORD PROCESSING METHODS

WORD PROCESSING: MORE A MATTER OF SKILLS THAN EQUIPMENT

Dramatic change in office procedures over the next few years is being predicted by experts in the field of business. Automation has swept through factories and accounting departments in recent years and now promises to revolutionize the traditional office scene.

Word processing is mentioned with increasing frequency as a system that will contribute greatly to this revolution. A $1.2 billion market in 1972, word processing will surge to a $6 billion industry by 1980, according to the most reliable projections. A majority of office equipment companies in this country are today actively involved in some aspect of producing word processing equipment. The paperless office is emerging.

As we move further into the age of automation, it is increasingly important that we teach students to adapt to change. Word processing and office automation present a challenge to business and office occupations teachers — the challenge of producing students who can function efficiently in the traditional office as well as adapt to new systems as they are implemented in business offices.

NO NEED TO PANIC

Increased automation in the office should not cause teachers to panic or abandon traditional courses and methods of teaching. Restructuring should not take place without carefully evaluating proposed curriculum changes. While business and office occupations teachers can no longer ignore the revolution that is taking place, they should not rush blindly into drastic changes without careful assessment of the changes as they relate to the needs of the community and students.

As progress comes to the business world, teachers must be prepared to redesign the curriculum, but it must be done from the foundation of careful assessment, accurate data, and planning. The challenge lies in meeting both the needs of the traditional office and the automated office, while preparing for continuous renovation of the curriculum to keep pace with the business world.

Many people have the mistaken idea that expensive equipment is necessary to teach word processing skills. Certainly, it is advantageous for students to have the opportunity to train on automatic typewriters. It should be kept in mind, however, that word processing is a system encompassing much more than automatic keyboards. It has been successfully simulated with the use of electric typewriters and machine dictation equipment. Many of its methods can be incorporated into current classes without expensive equipment and radical curriculum change.

Following are some procedures that can be implemented in office occupations classrooms to enhance the curriculum and provide more relevant skills for students.

- Office occupations programs should be assessed with an open mind. A few changes in the current program can enhance students' knowledge and adaptability to office innovations. Sweeping changes should be approached carefully. Communities should be surveyed to determine the progress of word processing and the demand for word processing personnel. Office equipment companies can assist schools in determining the growth of word processing in the community, and word processing supervisors can provide information on personnel demands and requirements for employment.

- Teachers should identify specific competencies needed by entry-level word processing personnel. Many of these competencies can be taught with traditional equipment and without radically altering the curriculum. Close contact with the business community will be of great benefit in planning the business and office occupations curriculum.

- More emphasis should be placed on grammar, proofreading, spelling, and formats. These skills are the core of the traditional program as well as prime requirements for

word processing. They cannot be overemphasized. In advanced classes, insist on excellence by accepting mailable copy only. Plan remedial exercises to improve proofreading, spelling, and grammar. Be sure that students have access to secretarial manuals and that they use them.

- Students need exceptional skills in machine dictation and shorthand. Increased emphasis should be placed on machine operation. The usual rotation schedule in the office practice class consisting of a few hours of practice is insufficient to train a student for an entry-level word processing position. Students must be given enough experience to enable them to transcribe a variety of business documents. Too often they are merely acquainted with machine transcription; this is not sufficient if they are to achieve good skills.

- A current trend is to familiarize students with all letter styles but to require the full block style for increased speed and efficiency. This practice is especially applicable to word processing centers, as is a standard 60- or 70-space line. Many originators (dictators) use standard proofreading marks. Students should be familiar with these. Teachers should use them in making corrections and should provide practice material which requires students to use them.

- The fact that word processing systems need highly skilled administrative secretaries should not be overlooked. Skills in correct telephone techniques, filing, mail distribution, research, and dictating letters should also be included in the training program. Flow charts, organization charts, equipment selection, and management of equipment should be taught.

- All students should be taught proper dictation procedures. Special emphasis in this area should be given to students who aspire to an administrative secretarial position. By practicing dictation, students improve their ability to organize ideas and establish procedures. Allowing students to transcribe each other's dictation will permit them to suggest to each other ways of improving their dictation.

- Typewriting should be given new emphasis. We are moving into an office atmosphere that will require increased typing skills for everyone. Typing should include format problems, the typing of statistical data, and dictation from several originators. Practice might include real estate transfers, mailing lists, financial statements, and meeting reports. Some word processing educators recommend the development of rapid strikeover ability.

- Training on an automatic typewriter is desirable but not absolutely essential. Realistic simulations can be established by using electric typewriters and dictation equipment. Word processing centers (including simulated centers) should be carefully introduced, closely supervised, and production-oriented. It has been proved that even traditional procedures, if they measure production and provide close supervision, show a marked improvement in the amount of work produced. Entry-level standards for word processing should approach 100 lines per hour on an automatic typewriter. Automatic typewriters can greatly enhance the realism of the classroom and should be purchased or leased if funds are available and if there is a demand for word processing operators in the community.

- Modern principles of records management and reprographics should be taught. Even though much of the equipment is too expensive for schools to purchase, procedures, terminology, and techniques can be introduced. Word processing systems of the future will have the characteristics of random access storage and retrieval, complementary micropublishing systems, and decentralized input stations. These concepts should also be introduced.

- All office occupation students need to be familiar with word processing terminology, equipment and systems. This kind of orientation can be accomplished through simple research papers, field trips to word processing centers, and equipment demonstrations. Guest speakers, preferably word processing supervisors, can be extremely helpful in supplying background information

to classes. Another possibility is a teacher-made slide presentation on "A Day in a Word Processing Center." Films and slides are available commercially, but are usually expensive. Supervisors of word processing centers are generally very cooperative in helping to arrange field trips and projects.

• Students in today's business and office occupations classes have new opportunities to advance in the business world. Therefore we need to concentrate more effort on student development in the often neglected areas of human relations skills, decision making, and priority setting. Theoretically, word processing careers offer employees the opportunity to advance from entry-level clerical positions to supervisors of secretarial functions, and further if their qualifications so merit. Teachers should therefore avoid restricting students to skills for a single job; for example, programs should not be geared to teaching machine operation to girls only. Instead, programs should be planned to encompass career advancement opportunities.

• Case studies using a group approach offer students excellent experience in working together and an opportunity to solve problems. The importance of good business attitudes can be emphasized in these sessions. Students should be made aware that cause for dismissal is often lack of "people skills" rather than deficient machine skills. Cooperation, dependability, loyalty, punctuality, and sense of humor are important qualities for students who are entering the job market. Teachers should remember that they must set the example and display the characteristics they want their students to develop.

BUSINESS LEADERS ARE BULLISH

In teaching word processing, both the pros and cons of the system should be thoroughly examined. Word processing, correctly implemented and properly supervised, usually results in increased production and profits. A prime factor in success is the correct selection of personnel. Careful selection of students is imperative!

Business and office occupations teachers should keep themselves informed on this rapidly changing scene. Business leaders quoted in business journals have made some startling predictions. *Business Week,* for example, quotes George E. Pake of Xerox Corporation in its issue of June 30, 1975, as saying that word processing will change the office "like the jet plane has revolutionized travel and the way TV has altered family life." The same issue quotes the following statement from James Mills, president of Royal Typewriter Company: "There's some speculation that word processing will be bigger than data processing in ten years."

In his article in *The Office* (February 1974), Charles Shantz, president of Word Processing Innovators, Inc., writes: "When management, supervisors, and operators are properly trained, word processing is the most productive force ever brought to bear on the handling of written communication in business."

If the statements of these men are accurate, we need to begin now to prepare for the teaching of word processing on a much larger scale.

President John F. Kennedy offered a challenge to all educators when he said: "We must educate people today for a future in which the choices to be faced cannot be anticipated by the wisest among us." This statement is definitely applicable to business and office occupations teachers as they look for ways of training students today that will enable them to function tomorrow.

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APPENDIX D

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Writing with Sound. Lanier Business Products, 1975, 33 pp., price upon request.

ADDRESSES OF SOURCES OF INSTRUCTIONAL MATERIALS

AMACOM
135 West 50th Street
New York, NY 10020

Arizona State Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Ball State University
Bureau of Business Research
Muncie, IN 47306

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

CPT Corporation
1001 Second Street, South
Minneapolis, MN 55343

Columbia University
Teachers College
New York, NY 10028

Connecticut State Department of Education
Consultant – Business and Office Education
Vocational Division
Department of Education
State Office Building
P. O. Box 2219
Hartford, CT 06115

The Dartnell Corporation
4660 North Ravensweed Avenue
Chicago, IL 60640

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Harcourt, Brace, Jovanovich
757 Third Avenue
New York, NY 10017

Illinois Office of Education
Division of Adult, Vocational and Technical Education
1035 Outer Park Drive
Springfield, IL 62706

Illinois Curriculum Management Center
Division of Vocational and Technical Education
1035 Outer Park Drive, Suite 201
Springfield, IL 62706

Information Management Corporation
P. O. Box 2076
Green Bay, WI 54306

Instructional Materials Laboratory
School of Technology
Indiana State University
Terre Haute, IN 47800

IBM Corporation
Office Products Division
Parsons Pond Drive
Franklin Lakes, NJ 07417

International Word Processing Association
Maryland Road
Willow Grove, PA 19090

Lanier Business Products
1700 Chantilly Drive, N.E.
Atlanta, GA 30324

Luther Burbank High School
Business Education and Regional Occupational Program
3500 Florin Road
Sacramento, CA 95800

Media Systems Corporation
Subsidiary of Harcourt, Brace, Jovanovich
757 Third Avenue
New York, NY 10017

Minnesota Department of Education
Business and Office Education
Vocational-Technical Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Nebraska State Department of Education
Division of Vocational Education
233 South 19th Street
Lincoln, NB 68508

New Mexico State Department of Education
Education Building
Santa Fe, NM 87501

New York State Education Department
Chief, Bureau of Business Education
99 Washington Avenue
Albany, NY 12210

The Ohio State University
Instructional Materials Laboratory
Trade and Industrial Education
1885 Neil Avenue
Columbus, OH 43210

Rutgers University
Vocational–Technical Curriculum Laboratory
Building 4108 – Kilmer Campus
New Brunswick, NJ 08903

San Mateo County Office of Education
1845 Rollins Road
Burlingame, CA 14010

School District of Philadelphia
Division of Vocational Education
Business Education
21st and Parkway
Philadelphia, PA 19104

South Carolina Office of Vocational Education
Office Occupations Section
920 Rutledge Building
Columbia, SC 29201

Virginia State Department of Education
Vocational Education Division
Richmond, VA 23216

Vocational Curriculum Research and Development Center
Department of Industrial Education
University of Maryland
College Park, MD 20742

Warren Occupational Technical Center
Golden, CO 80401

Western Tape
2761 Marine Way
P. O. Box 69
Mountain View, CA 94042

Winters High School
101 Grant Avenue
Winters, CA 95694

APPENDIX E

EQUIPMENT SELECTION

EQUIPMENT SELECTION

The equipment for word processing need not be complex. Even with the most limited budget, word processing can be taught successfully. A realistic situation can be established by using electric typewriters and dictation equipment.

Basic equipment for input (dictation) would be a dictation unit and a microphone or telephone—depending upon your choice. In selecting input equipment, one may choose from desk top units, microphone stations, central recorder connections and portable units.

When selecting transcription equipment, remember there are two basic types—individual units or centralized units. With individual units, the operator must load and unload the machine. Centralized units utilize an endless loop recording media and work is distributed through a supervisor's console. It is suggested that selection of transcription and dictation equipment be carefully coordinated.

The output unit (typewriting) may consist of nonautomatic electric typewriters. However, use of automated equipment is highly desirable and is recommended.

A typewriter with memory and storing capacity (within itself or one with a console unit that records the data as it is being typed) should be chosen. This machine, or its compatible console unit, should have a playback device as well as means for storing typed information in finished form for future use. The storage may be located within the typewriter itself or on magnetic tape, cartridge, card, paper tape or cassette.

FACTORS TO CONSIDER WHEN PURCHASING EQUIPMENT

(1) *COST:* Remember, price does not always mean quality or lack of it.

(2) *SERVICE AND REPAIR:* Make sure the company you purchase equipment from is reputable and provides prompt local service. If your machines are not operable and you cannot get service, they are of little or no value to you.

(3) *TRAINING:* Is training of personnel provided with the purchase of equipment? If so, to what extent?

(4) *EASE OF OPERATION:* Try to choose a machine which is not complicated to operate.

(5) *RENT OR BUY:* If adequate funding is not available to purchase equipment, investigate leasing. Consider also the changes in technology. In some cases, it might be more desirable and financially feasible to lease.

(6) *UPGRADING CAPABILITIES:* Choose equipment which can be updated to keep pace with efficiencies available or be expanded as funds become available.

CHECKLIST FOR EQUIPMENT PURCHASE

Type Equipment: _____

Specifications: _____

_____

Dealer's Name: _____ Telephone No.: _____

Dealer's Reputation	
Cost	
Service and Repair	
Training Support	
Ease of Operation	
Rent and/or Buy	
Upgrading capabilities	

APPENDIX F

ADVISORY COMMITTEE FOR WORD PROCESSING

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Since word processing is a new and constantly changing field, business and office educators should make every effort to stay in close touch with the business community. In addition to reading current office journals, visiting word processing centers, and attending equipment exhibits, teachers should establish an advisory committee to assist with keeping the word processing course updated and relevant.

The committee can assist in the following ways:

1. Serve as guest speakers to the class
2. Arrange field trips to word processing centers
3. Make suggestions for curriculum revision
4. Assist in establishing a cooperative program for word processing students
5. Help place students in part-time positions by securing training stations
6. Help graduates find employment

An advisory committee should include people in a variety of word processing positions. A sample advisory committee might include: a vendor's market support representative, an equipment salesperson, a word processing center supervisor, a word processing manager, and a university business educator.